

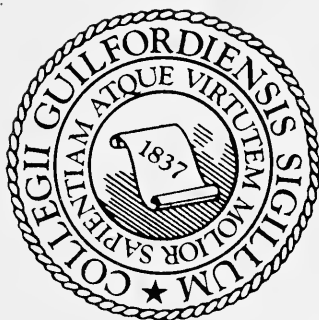
# **GUILFORD COLLEGE CATALOG**

**1993-1995**

Guilford College

6300 West End Pl., Avenue • Greensboro, North Carolina 27409





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**1993-1995**

**Guilford College**

5800 West Friendly Avenue  
Greensboro, North Carolina 27410

(910) 316-2000

*(Before December 1, 1993, use area code 919)*

Toll free (800) 992-7759

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The Guilford College Catalog contains information about the educational climate, the academic programs and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings and lists the faculty and administrative staff. The college reserves the right to change any provision, offering, fee or requirement at any time to carry out the objectives and purposes of the college.

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## Guilford College Statement of Purpose

Guilford College is an educational community which strives to integrate personal, intellectual, physical and spiritual growth through participation in several rich traditions.

These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality and strong concern for social justice and world peace. Growing out of this heritage the college emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus and a commitment to lifelong learning.

Guilford College expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to personal needs, skills and aspirations.

While accepting many traditional educational goals and methods, the college also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas, and to draw conclusions incisively, critically and with fairness to other points of view.

The college desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution—a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate, and to support modes of personal fulfillment. The college seeks to cultivate respect for all individuals in an environment where considered convictions, purposes and aspirations can be carried forward.

*(Statement of Purpose adopted by the Guilford College  
Faculty and Board of Trustees, 1985)*



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## A Guide to the Guilford College Catalog

Often students look at a college catalog only as an official reference book, a place to look up courses, graduation requirements, faculty listings, rules and information about regulations. But the catalog can also be a guide for discovering the many resources that the college offers.

In the Guilford College catalog, the section on Academic Programs will reveal the options for a major with a minor or related field, a double major or a joint major.

You will note a number of concentrations, from women's studies to computers, that cross over traditional academic departmental boundaries and can serve as minors.

You will also find opportunities to study in Africa, China, England, France, Germany, Italy, Japan, Mexico, or even the American West — as well as a semester in

Washington, D.C.

And you will find that you are required to complete course work that is specifically designed to emphasize interdisciplinary learning.

The profusion of options at Guilford, and the patterns of relationships among them, are based on a belief in the interdisciplinary nature of all knowledge, a belief that all aspects of study are interconnected.

At Guilford you will have the opportunity to make connections: to connect the past to the future, to connect tradition with innovation, to connect the knowledge of the heart with the knowledge of the head.

This catalog can help you plot the best course for your four years at Guilford College and may help orient your directions for your future.

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## Nondiscriminatory Policy

In its active commitment to building a diverse community, Guilford College rejects discrimination on the basis of race, creed, color, religion, national or ethnic origin, gender, sexual orientation, age or disability in admission, employment or access to programs and activities.





# A GUILFORD COLLEGE PROFILE

## THE COLLEGE

Founded in 1837 by the Religious Society of Friends (Quakers) as New Garden Boarding School. Third oldest coeducational institution in the nation.

## THE CURRICULUM

- Four-year liberal arts, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
- 28 academic majors, plus five cooperative preprofessional programs and nine concentrations.

## Special Options

- Honors program and scholarships.
- Member of area college/university consortium, allowing students to take courses at seven other campuses without additional charge.
- Semester or year programs available in Africa, China, England, France, Italy, Germany, Japan, Mexico, Washington, DC, or alternate summers in the American West.
- Four cooperative programs with various universities and one medical school.
- Internship program offering practical experience in businesses, industries and nonprofit agencies.

## THE STUDENTS

- 1,200 undergraduates; Male 48%, Female 52%.
- Representing 38 states and 35 other nations.
- 7% are Quaker students.
- 67% come from outside North Carolina.

## Other Enrollment

550 part- and full-time continuing education students.

## THE FACULTY

88 full-time faculty members; 86% with terminal degrees.

## Student/Faculty

Ratio 14 to 1.

## DEGREES GRANTED

- A.B., B.S., B.F.A.
- Bachelor of Administrative Science (B.A.S.) degree also offered in accounting, justice and policy studies, and management through the Center for Continuing Education.
- Certificate of study offered in most departments.

## THE CAMPUS

- 300 acres, heavily wooded with predominantly Georgian architecture. Listed on the National Register of Historic Places by the U.S. Department of the Interior.
- Located in northwest Greensboro, third largest city in North Carolina (city population: 187,000; metropolitan area: 1,071,000).

## Special Facilities

- Library: over 230,000 books, periodicals, nonprint media (another 2 million available through nearby colleges and universities).
- Physical Education Center: 64,000 square feet: including natatorium, weight room, basketball, racquetball, handball.
- Studios, gallery space, outdoor kiln.
- Computer Center: DEC VAX 8250 with terminals in 10 campus buildings and eight residence halls; three student computer labs with IBM PCs, terminals and Macs housed in a new telecommunications building.
- Astronomy Observatory, shared with two other institutions, 32" telescope.

## Special Distinctions

- Edited or published at Guilford College: *Journal of Undergraduate Mathematics*; *Monographs in Undergraduate Mathematics*; *Journal of Undergraduate Research in Physics*; and *The Southern Friend*.
- Representative student honors: three Danforth Fellows, a Truman scholar, six Fulbrights, a Mellon fellowship and four Rotary International scholars.

## Athletics

- Seven men's varsity sports (baseball, basketball, football, golf, lacrosse, soccer, tennis).
- Five women's varsity sports (basketball, lacrosse, soccer, tennis, volleyball).
- Intramural program and club sports.

## FINANCIAL INFORMATION

### For 1993-94:

Tuition and fees . . . . .	\$12,400
Room and board . . . . .	5,070
Student activity fee . . . . .	210
<b>Total . . . . .</b>	<b>\$17,680</b>

## Student Aid

- About 45% received need-based financial assistance averaging \$11,040 in 1992-93.
- Total of \$8,500,000 in need-based aid, merit awards and other entitlements in 1992-93.

## College Endowment

\$30 million (market value).



## I. INTRODUCTION TO THE COLLEGE

Guilford College is a liberal arts and sciences institution with a reputation for excellence in teaching within an atmosphere of personal concern and respect for the individual.

Classes are small, with plentiful opportunities for students to pursue diverse interests through honors and independent study and to develop personal relationships with faculty members.

Guilford students live and attend classes on a wooded, 300-acre campus in northwestern Greensboro, North Carolina. Most college buildings show a Georgian influence. An adjacent, undeveloped forest and a small lake in the valley beyond the field house contribute to the quiet, serene atmosphere of the campus.

### The Student Body

Guilford College students come from all across the United States and 35 other nations.

About 1,200 students are traditional-age undergraduates, with another 550 enrolled part-time or full time through the Center for Continuing Education.

About 48 percent of the residential student body is male; 52 percent, female. In general, residential students are be-

tween 18 and 22 years old, attend college full time and live in college residence halls. About one-third come from independent secondary schools and the rest from public high schools. All major religious denominations are represented.

Students enrolled through the Center for Continuing Education are 23 years of age or older. Many enter after having been out of school for several years and carry full-time employment responsibilities. Over half of the continuing education students study part-time to complete their degrees or to increase their professional competence; some already have bachelor's degrees and are either acquiring second degrees or working in areas of special interest for certificates of study. Most continuing education students commute to campus and may attend classes during day or evening hours (see Section V).

Guilford College recognizes the special needs of and opportunities provided by college students with physical disabilities and/or learning differences. Through the Office of the Academic Dean, the college endeavors to serve the individual learning needs of any such student, upon request, if that request is supported by appropriate medical documentation. The plan may utilize, where called for, such adjustments of the normal instructional process as untimed exams, non-traditional approaches to assignments, etc. The Academic Skills

### A MESSAGE FROM THE PRESIDENT

## WHAT DISTINGUISHES GUILFORD COLLEGE?

What distinguishes Guilford College? A beautiful campus? Outstanding academic programs? A spirited and zestful ethos? Support for each individual's integrity? Close faculty/student relationships? Strong recreational and athletic programs? Attention to personal and social values? Effective career and placement programs?

Guilford has all of these. And they are integrated with balance and imagination.

Guilford is a liberal arts college. Founded in 1837 by the Society of Friends (Quakers), it is the third oldest coeducational college in the nation, yet one of the most forward looking.

The traditions of excellence in learning, value sensitivity, equality of opportunity, consensual governance and wholehearted community are complemented by international programs, interdisciplinary studies, closely integrated liberal arts and preprofessional preparation, and innovative styles of teaching and learning.

There are exceptional opportunities for undergraduate research, for use of computer facilities, for automated bibliographic searches and for leadership in wide-ranging student activities.

The decision to go to college, especially a private liberal arts college like Guilford, is very important. It is a decisive point at which you may, perhaps for the first time, make a choice that will shape the characteristics of your future life—ways of thinking rigorously and creatively; ways of understanding contemporary issues in historical perspective; knowledge and skills that prepare you for a successful career; personal friendships of a quality that will be enduring; styles of personal relaxation and reflection; deeper ways of enjoying the aesthetic aspects of culture; and modes of working through personal dilemmas with an understanding of values and commitments worthy of devotion.

All of this can be best accomplished at a college like Guilford: small enough to offer close and caring relationships, yet large enough to have the finest in faculty and academic facilities.

It is finally the quality and warmth of the people who are attracted to Guilford that give it distinction—people who have a seriousness of purpose and are also fun loving; people selected carefully to take optimal advantage of the opportunities of the college; people who care about the world around them.

We would welcome you into this community!

  
William R. Rogers, President

Center acts as a coordination and referral resource for these students. Normal nondiscriminatory admission standards and processes govern the entrance of these, as of all, students to Guilford. Additionally, as is the case with all students, the policies on student promotions and prescribed graduation requirements apply.

### The Faculty

Guilford College has a faculty of 88 full-time members supplemented by a number of specially qualified part-time lecturers.

The Guilford faculty is highly competent professionally. Approximately 86 percent have received doctoral or equivalent terminal degrees from leading universities in diverse parts of the United States and some foreign countries.

A low student-faculty ratio of 14:1 offers students exceptional access to faculty for guidance in their studies, academic counseling and enriching personal associations.

Faculty members and students are often on a first-name basis, sharing professional and avocational interests both inside and outside the classroom and participating together in campus and community organizations and activities.

Perhaps most important for the student, the faculty is committed to undergraduate teaching and sees learning as a common venture with students into the vital questions of human life.

### Quaker Heritage

In 1837, Guilford College opened its doors as New Garden Boarding School founded by the Religious Society of Friends, known as Quakers.

In 1889 the academic program was greatly expanded, and the school was renamed Guilford College. Today, Quakers make up about seven percent of Guilford's student body and approximately 20 percent of the faculty and administrative staff. The college continues to appreciate and honor its Quaker heritage as the foundation for its character, distinctiveness and quality.

The purpose of the institution from the beginning was the training of responsible and enlightened leaders, both women and men. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth.

Quakerism has traditionally been a mode of life rooted in simplicity, regard for the individual, peace and social concern. It also has been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers.

The Friends tradition enriches the college's atmosphere of free inquiry. Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility, and an atmosphere of academic and personal concern, a commitment to human values and human beings. The combination of these academic and personal qualities contributes to Guilford's uniqueness.

Through the years Guilford has remained true to the vision of its Quaker founders. It has not, however, been a static institution. It has continually sought new methods of challenging students, bringing them into contact with ideas and experiences that matter, and helping them eventually to arrive at their fullest potential, both as individuals and as members of society.

**Friends Center.** The Friends Center was established by the Board of Trustees in 1982 to support the bonds of the college with the Society of Friends. The center provides opportunities for education and information about Quakerism, in addition to serving as a resource center for the southeastern United States.

An advisory committee, composed of representatives from the college and two North Carolina yearly meetings, works with the center's director to develop Quaker Studies Programs.

The center also brings nationally and internationally known Friends to campus through the Distinguished Quaker Visitor program.

**Campus Ministry.** Consistent with the college's Quaker heritage, the Office of Campus Ministry works to facilitate campus religious organizations of all faiths, provide assistance for emerging groups, encourage interreligious dialogue, and aid community members in the process of spiritual discernment.

Friends Center Programs are supported by the generous contributions of members of the two North Carolina Yearly Meetings of Friends and other concerned Quakers around the country, as well as by the college.

**The Quaker Leadership Scholars Program.** The Quaker Leadership Scholars Program (QLSP) enables committed members of the Religious Society of Friends to combine their academic programs as students at Guilford College with co-curricular opportunities to broaden and deepen their involvement with Friends.

Participants commit to a four-year program involving mentoring, small group discussions, spiritual direction, leadership development, Quaker studies and internships. Financial assistance for college costs and participation in a wide variety of Quaker activities is provided.

QLSP is a cooperative program of Friends Center, the Office of Student Financial Assistance and Planning, and the Office of Admission.

## THE COMMUNITY

A cluster of shops, restaurants, banks and medical offices has developed across from the campus. Also close to Guilford are New Garden Friends Meeting, Friendship Friends Meeting and Friends Homes (a retirement community which provides highly-skilled volunteers in several areas of college life as well as internships and employment for Guilford students). North Carolina Yearly Meeting offices are nearby and serve the college community in various capacities.

Also in close proximity to the college is New Garden Friends School, which rounds out the multigenerational community surrounding Guilford and provides additional internship and research possibilities.

Tree-lined residential streets are within a five-minute walk in all directions.

### History

Guilford College is located in an area rich in history and where it has played a central role. The land, described as "this majestic wilderness," was settled by Quakers in the 1750s who named it New Garden. John Woolman, the great Quaker missionary who visited the settlers shortly thereafter, called them "plant-

ers of truth in the province." During the American Revolution this peaceful scene was shattered by the decisive Battle of Guilford Courthouse, four miles to the north. Quakers cared for the wounded of both sides and buried the dead in New Garden Meeting's cemetery. Today one can see a marker to unknown soldiers interred there, as well as visit the battlefield, now a National Military Park.

By the 1830s the majority of Quakers in North Carolina lived in and around Guilford County. They decided to establish a school on a coeducational basis which was chartered in 1834 and opened in 1837 as New Garden Boarding School (NGBS). The campus later became a station on the underground railroad as well as a center of resistance to Confederate conscription and requisitioning parties. The school never closed during the Civil War, and during Reconstruction, with support from Friends in the North and Great Britain, soon recouped its strength. This led to the development of Guilford College, the fourth oldest degree-granting institution in North Carolina. The college remained largely isolated, except by rail, until the 1920s when the old trail to Greensboro became The Friendly Road, a name which still symbolizes the long-standing friendship between town and gown. Today the campus is an island of greenery, quiet and scholarship, within the city limits of Greensboro. It is one of the very few college campuses in the nation listed by the United States Department of the Interior as a National Historic District.

## The City

Greensboro, a prosperous, rapidly expanding city of approximately 187,000, has varied cultural, entertainment, service and religious offerings.

Within a 25-mile radius, there are seven other colleges and universities at which Guilford students may take courses: Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro. Lectures, concerts, symposia and films offered by these institutions are usually open to Guilford students.

**The Eastern Music Festival**, in residence on the Guilford College campus, provides an exceptional July and August concert series with presentations on campus by professional as well as student musicians.

## The Climate

The climate is mild and generally pleasant, making it possible to engage in outdoor activities during every month of the year. In the winter there is a great deal of sunshine. Although there may be some snowfall, extremely cold weather is rare. Spring comes early, with flowering trees and shrubs from early March through June.

## Accessibility

Guilford College is easily accessible from the Piedmont Triad International Airport, three miles west; from Interstate 40, two miles south; or from Interstate 85, eight miles southeast. An Amtrak station in Greensboro affords daily access to major cities throughout the Southeast and Northeast.

The college is within a half day's drive of the coast as well as the mountains.

## LEARNING RESOURCES

Libraries and laboratories, classrooms and computers are necessary ingredients in the educational process. Guilford students are urged to make full use of the abundant learning resources which the college provides.

### The Library

The **Hege Library** is a complex of facilities offering numerous services. Comprising 53,000 square feet of space in a modern and highly functional addition and 27,000 square feet of renovated area, the library combines Guilford's past with its future.

Constructed in four phases beginning with a matching grant of \$9,000 in 1908 from Andrew Carnegie of New York, the library has grown through time to become quantitatively and qualitatively one of the best private college libraries in the region. At a cost of \$5.4 million, the latest addition, completed in 1989, prepares Guilford for library growth well into the next century.

With a collection approaching the quarter million mark, the library complex provides study space for more than 400 users, a complete array of library services, the Friends Historical Collection, the Friends Center, an Academic Skills Center, an Audio-Visual Media Center, a writers' center and a seven-room art gallery. All library functions are fully automated with the complete catalog holdings of Guilford and five other area colleges available via computer from any campus location. Through its participation in *Internet*, Guilford students and faculty have unlimited access to national and international sources of information.

Numerous special and several endowed collections give the library a strength seldom encountered at an undergraduate institution. Of special note among these are collections in science fiction, poetry and simple living supported by Friends of the Library. Named endowed collections also exist in the areas of science, history, fine arts, religion, English, women's studies, foreign languages and international Quaker studies.

**Friends Historical Collection.** The Friends Historical Collection, located in the **Hege Library**, is a comprehensive research collection on the Religious Society of Friends (Quakers) worldwide. The collection is used extensively by Guilford students and faculty, Friends, visiting scholars and genealogical researchers. At its core are more than 600 manuscript books of Carolina Quaker records dating from 1680. The collection also includes published books and periodicals, many of which are rare; manuscript collections of personal papers and correspondence; files; Quaker costumes and artifacts; student theses; the college archives; and genealogical resources. The office of the Friends Center at Guilford College is adjacent to the collection.

**Media Center.** The Media Center, which is also located in the **Hege Library**, provides audio-visual support to all campus departments for classes, meetings and student presentations.

During Media Center hours, individuals may view or listen to programs from the center's collection of materials. The center offers a wide array of media formats, including video, audio, slide/tape and 16 millimeter film. Production capabilities include photography, slide/tape, audio and video record-

ing and editing and duplication. Satellite reception affords an extensive variety of educational television programming.

### The Guilford College Art Gallery

Located in the **Hege Library**, this seven-room art gallery houses the college's impressive permanent collection. In addition to a main gallery, six atrium galleries overlook a dramatic open area with vaulted ceilings. Paintings adorn walls in study areas and reading rooms. The decision to store and display the college art collection in the newly renovated and expanded Hege Library was a deliberate one. Guilford students may now experience daily exposure to fine works of art as they pursue their studies and research efforts.

The collection, which began to form in 1973, now includes over 400 pieces by more than 175 artists. The collection has a broad representation of periods, styles and cultures, as well as a wide variety of mediums, techniques and visions. It includes original works of art by some of the world's most renowned artists such as Rembrandt, Picasso and Dali; and an impressive selection of work by contemporary American artists, featuring works by Grant Wood, Leon Golub, Robert Bechtle, Josef Albers, Robert Brown, Robert Broderson and Abraham Rattner.

### Classroom Buildings

The two main classroom buildings are **Duke Memorial Hall** and **King Hall**.

In addition to classrooms and offices, Duke Memorial Hall also houses the foreign languages laboratory. Film viewing and demonstration lectures for groups up to 75 can be accommodated in Duke Hall's C. Elmer Leak Audiovisual Center, with equipment for video projection of both computer graphics and video tape on a large screen.

King Hall, built in 1883, is the location for science laboratories, as well as general classroom and office space.

Classes are also held in **Bauman Telecommunications Center**, **Dana Auditorium**, **Founders** and **Hege-Cox** halls and the **Physical Education Center**.

### Science Laboratories

Each science department has continually updated laboratory facilities and equipment. Where feasible, resources are shared, such as the equipment for examining water quality, which has been used by the biology, chemistry and geology departments in studying local watersheds.

Science laboratories are open for evening as well as daytime use.

**Biology.** The biology department has five well-equipped laboratories, a greenhouse and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is completely furnished with modern microbiological equipment. The Bailes Greenhouse provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The physiology laboratory provides equipment for studies of animal and human functions. Individual and research microscopes, photographic equipment and field equipment provide useful tools for stu-

dents in all courses. The department maintains a collection of specimens of bird species of North Carolina. The college woods and lake provide further "outdoor laboratories" for research and study.

**Chemistry.** The five laboratories of the chemistry department are equipped for experimental work at all levels. Recently acquired instruments include two gas chromatographs, a double beam UV-visible spectrophotometer, electrochemical equipment, HPLC equipment and computer interfacing capabilities.

**Geology.** Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, polarizing microscopes, photomicrographic facilities, portable magnetometer, gravimeter and a 12-channel portable seismic instrument. Additional field equipment for hydrologic, environmental and geologic studies is available for faculty and student use.

Excellent computer support for geophysical and geochemical studies is available. The department has a computer drafting station, including computer assisted drafting software, a digitizing pad and a six-pen plotter.

The college owns an extensive map, rock, mineral and fossil collection to which additions are made through purchase and field trips. The Frank L. and Ethel Watkins Crutchfield rock collection, focused on fluorescent minerals, was a 1978 gift to the laboratory.

Additional equipment, facilities and library collections are available through cooperative programs with the University of North Carolina at Chapel Hill.

**Physics.** A significant part of the learning experience in the physics department takes place in the laboratory. Physics department laboratories house an atomic absorption spectrophotometer, a precision high field magnet, lasers, a multi-channel analyzer, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronics laboratory designed for the use of integrated circuits for the construction of electronic devices.

Equipment for observational astronomy includes one 10-inch telescope and two eight-inch Celestron telescopes equipped for visual astronomy, astrophotography and CCD imaging. The college also shares a research-grade 32-inch telescope at the Tri-College Observatory. This observatory also includes a microprocessor for counter-rotational movement, and TV as well as photographic recording equipment.

**Psychology.** The psychology laboratory provides for study and research in both human and animal behavior. Equipment includes Skinner boxes for animal studies; apparatus for studying human sensory abilities, including depth perception, auditory acuity, visual discrimination and illusions; EEG, muscle and skin temperature biofeedback equipment; tests for individual and group assessment; and mazes and mirror-drawing.

Students and faculty may work in the main laboratory or in individual research rooms, including a soundproof room, an electrically shielded room and one-way vision observation rooms.

## Academic Skills Center

The Academic Skills Center, located in **Hege Library**, is a resource for students who want to improve their basic skills in reading, writing and studying, or to review basic procedures in mathematics and science. Professional tutors help students plan individual programs for skills development. The Academic Skills Center offers:

- Workshops in areas such as writing, reading, time management;
- Individual conferences in which students and tutors plan strategies for specific assignments or for the improvement of basic skills;
- Worksheets and books on academic skills;
- A Student Tutoring Service through which students may arrange for peer tutoring in specific courses;
- The Community of Writers program in which skilled campus writers respond to student texts and problems;
- Dialogue focused on teaching and learning styles;
- A Learning Differences Support Group, providing strategies and encouragement to interested students.

## Computer Center

The Bauman Telecommunications Center, completed in 1990, highlights the college's commitment to integrating state-of-the-art computer technology and regional and global information- and research-gathering capabilities into the liberal arts programming of the college. This 18,000-square foot facility serves as a hub for a network of fiber-optic, twisted-pair and coaxial cables allowing the transmission of voice, data and video signals to most of the campus. Currently, 10 academic and administrative buildings and eight residence halls are full members of this network. This enables students to use E-mail networks, voice mail and direct lines to the library and faculty offices. The center also houses the campus telephone switch which provides telephone service in every resident room and all administrative and faculty offices. A control room in the center is staffed 24 hours a day to provide oversight of the computer labs, answer the switchboard and provide emergency communications for the security force. The campus network is linked to the national *Internet*, providing the students and faculty with access to electronic mail and databases around the world.

The central computing resources of the college are based on DEC VAX computers, both for administration and academics. The students are all encouraged to use their own account for electronic mail, word processing, statistical and mathematical analysis, simulation models, data processing and management training. The library catalog is on-line. Guilford's catalog and those of five other private colleges in the area are available from anywhere on the campus. There are three public access labs in the building, containing 36 386sx PCs, 21 Macintosh IIsi computers and 14 terminals. There are also two classrooms equipped with PCs and terminals. All PCs in the building are networked to the central systems. Other public terminals are located in Hege Library and several of the classroom buildings.

Introductory courses are offered in management of infor-

mation systems and numerical analysis, and many courses include integrated computing instruction and training.

## Language Laboratory

The Price Language Laboratory contains 30 booths equipped with cassette recorders with which students may receive lessons from master tapes or work independently with tapes of their own. The laboratory is open each weekday as well as on certain nights for regularly scheduled groups and students who wish to work independently.

Students also may have language programs duplicated on cassettes through the Media Center in the library.

## Physical Education Center

All students are encouraged to participate in intercollegiate and intramural sports.

Numerous opportunities for physical development, recreation and athletic competition are provided through Guilford College's Physical Education Center, dedicated in 1980. The center consists of the **Ragan-Brown Field House** and the renovated **Alumni Gymnasium**. The field house has three basketball courts, soaring hyperbolic paraboloid ceilings, seating for up to 2,500 spectators, a swimming pool and separate diving tank, meeting rooms and offices, and convertible courts for tennis and volleyball. The **Alumni Gymnasium**, built in 1940, contains physical education classrooms and offices for coaches and some faculty members. Near the Physical Education Center are eight tennis courts, as well as fields for baseball and softball, football, lacrosse and soccer.

In a unique, cooperative venture, the Guilford College Physical Education Center is a facility shared by the college and the Guilford College Community YMCA, and many YMCA programs are open to Guilford students.

## Practicing, Performing and Meeting Space

**Charles A. Dana Auditorium**, completed in 1961, seats over 1,000 and is used for major musical and dramatic events as well as for lectures and conferences. The south wing houses teaching classrooms, music practice rooms and a large choir room for rehearsals and small informal concerts. The Mary Pemberton Moon Room is suitable in size and arrangement for worship, informal lectures and monthly faculty meetings. Dana also hosts classes from a variety of disciplines and houses offices for the Music and Religious Studies departments. In the summer, Dana is home to the Eastern Music Festival's Eastern Philharmonic Orchestra.

**Sternberger Auditorium**, adjacent to Founders Hall, seats approximately 350 and is equipped for stage productions, concerts, lectures and dances.

## Studios and Galleries

Studios for ceramics, painting, sculpture and printmaking may be found in Hege-Cox Hall, which also has gallery space for exhibits by staff and students, the art department offices and an outdoor kiln for firing ceramics.

A gallery on the second floor of **Founders Hall** is also available for exhibits by students, faculty and visiting artists.

Uniquely situated among the books and study areas of Hege Library, the Guilford College Art Gallery houses a permanent teaching art collection inviting interdisciplinary reflection, which is an emphasis in Guilford's liberal arts curriculum.

## CONSORTIUM ARRANGEMENTS

Guilford College students may supplement their course selections by cross-registering for courses at nearby colleges and universities under consortium arrangements. Students enrolled at Guilford may, with the registrar's approval, take fall and spring semester courses at the other consortium institutions for full credit and without additional registration. No additional charges beyond the payment of Guilford tuition are made unless the courses carry special fees. Cross-registration privileges assume courses are of a general nature acceptable to Guilford College and are not offered at Guilford during the selected term. Students must secure permission from the Academic Dean before registering at another institution for a term between the fall and spring semesters.

Library resources are shared by consortia members. Insofar as possible, consortium calendars are synchronized.

### Piedmont Independent College Association (PICA) and PICA Automated Library System (PALS)

Guilford College is a charter member of the Piedmont Independent College Association of North Carolina (PICA). PICA members include Bennett College, Elon College, Greensboro College, High Point University and Salem College. As an umbrella agency PICA encourages cooperation and joint programs. The primary function involves the PICA Automated Library System (PALS), an electronic catalog network that serves all member colleges.

### Greater Greensboro Consortium

Guilford is a member of the Greater Greensboro Consortium, which includes Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agriculture and Technical State University, and the University of North Carolina at Greensboro, all of which participate in the cross-registration program.

## ACCREDITATION AND AFFILIATION

Guilford College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. It is also affiliated with the Council on Post-secondary Education. Guilford is on the list of colleges and universities approved by the American Medical Association, and the teacher education program is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges; the American Council on Education; the North Carolina Adult Education Association; the National Association of Independent Colleges and Universities; the North Carolina Association of Independent Colleges and Universities; the Piedmont Independent College Association of North Carolina; the North Carolina Honors Association; the National Collegiate Honors Association; the Friends Association for Higher Education; The College Board; the Southern University Conference; and North Carolina Association of Colleges and

Universities. It is ranked as a Level I Selective Liberal Arts College by The Carnegie Foundation for the Advancement of Teaching.

## II. ACADEMIC PROGRAMS, REGULATIONS

As a liberal arts institution, Guilford College stresses breadth, rigor, personal growth and responsible choice in its academic programs.

As a Quaker college, Guilford offers an educational experience which emphasizes the study of human values and the interrelatedness of the world's knowledge and cultures.

In addition to specific required courses, the curriculum prescribes for all students a basic framework from which they choose courses designed to acquaint them with diverse cultural traditions of the world, to open to them the broad range of ideas and modes of experience represented in various disciplines, and to equip them to think cogently, critically and creatively. Within this framework, students pursue studies in depth in a specialized major.

Guilford also encourages students to create individualized programs, selecting studies which will best contribute to their own development and their own interests. Faculty advisers are readily accessible to assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences—courses combining lectures with discussion or laboratory and requiring papers and examinations; seminars demanding more direct participation by the student; and opportunities for independent study.

Off-campus learning experiences and foreign study are also encouraged, and students are assisted in designing internships in the community to relate work experiences to formal studies.

### REQUIRED LIBERAL ARTS COURSES

The emphasis in the Guilford College curriculum is on flexibility and choice, within a framework of guidance and structure.

Core course requirements, described on subsequent pages, are divided into three categories: General Requirements, Area Requirements and Distribution Requirements.

The total picture of core requirements is in the format of a check list. Each time students register, this check list is used to help plan course selection, and students should work with advisers in consulting the check list.

In particular, students who expect to study abroad in Africa, China, England, France, Germany, Italy, Japan or Mexico or who plan to spend a semester off campus in an internship program should look ahead carefully in planning to fulfill core requirements.

### General Courses Required for Graduation

All Guilford College students seeking the bachelor's degree must take First-Year Seminar 101, Interdisciplinary Studies 401 and English 150 and 151.

**First-Year Seminars.** First-Year Seminars (FYS 101) are intended to introduce students to liberal arts education. Students enroll in FYS during the first semester of the first year.



Transfer students above the first-year level are excused from the FYS 101 course. Students enrolled through the Center for Continuing Education may substitute General Studies 101 (Adults in Transition) for FYS 101.

The First-Year Seminar 101 course is taught in small discussion groups by professors from various departments whose course design is reflective of their own academic interests. Students select from among approximately 20 different seminars. Fictional and nonfictional readings are included in the curriculum, along with class discussion, off-campus visits, presentations by speakers from the community and group projects. Personal response to course material is required in a variety of forms, such as journal writing, artistic involvement, classroom presentations and analytical paper writing.

**Interdisciplinary Studies.** Interdisciplinary Studies 401 is designed to demonstrate the interrelatedness of all knowledge. Interdisciplinary Studies 401, taken during either of the final two semesters at Guilford, is a series of interdisciplinary courses designed to provide a capstone experience during which students, drawing upon the knowledge and skills gained from previous college work, explore issues which cross traditional disciplinary lines. Courses vary from semester to semester and sometimes involve team teaching by professors from the disciplines involved.

Typical courses include Fall of Rome, Black Literature and Religion, Cross-Cultural Aging, Social and Corporate Problem Solving, Humanistic Ecology, and Women in the Economy.

**English.** First-year students take as their requirement in English two courses conceived as an organic unity, English 150-151 (Composition and Literature I & II), unless their performance on the English Placement Essay and Usage Examination administered at registration demonstrates their need for a more basic course addressing grammar, punctuation, sentence and paragraph structure and the fundamentals of rhetoric. For these students, the English requirement is three rather than two courses; they enroll in English 110 (Fundamentals of College Writing) first semester, English 150 second semester and English 151 the first semester of the sophomore year.

The aim of the required composition and literature courses is to nurture the faculties of mind central to one's growth and continuing development in the liberal arts. The department's shared goals require that the student become capable of presenting an argument which defends a clear thesis of his or her own devising. This involves the use of appropriate evidence displayed in a logical structure of clearly connected paragraphs. In addition, the student should be able to read and interpret major works of literature with a deepening awareness of human questions and moral issues and with increasing sensitivity to the way language functions in nonliteral ways to create meaning. The fundamentals of usage which are taught in detail in English 110 are reviewed, when necessary, in English 150-151.

All students whose native language is not English take the English Placement Essay and Usage Examination. If their scores indicate that they will have difficulty in college reading and/or writing, they may be required to take English 100 (English as a Second Language) in addition to English 110

(Fundamentals of College Writing). These courses should be taken sequentially.

## Area Requirements

In order to enrich the students' educational experiences and expand them beyond the limits of a specialized major, Guilford College requires one course in intercultural studies and foreign language study through the 102 or 110 level. Students may choose the intercultural studies course best suited to individual interests and needs from the group of approved classes. Study in a broad range of foreign languages is possible.

**Intercultural Studies.** One course in intercultural studies is required for every student. This requirement encourages students to expand their horizons beyond the American-European tradition to the cultures of Asia, Africa, the Middle East or Latin America. Intercultural courses examine the patterns of thought, religious and philosophical traditions, modes of artistic expression, political and social structures, economic systems and ways of life found in cultures other than our own. Normally, intercultural courses are open only to upperclass students, although first-year students may enroll with the consent of the instructor. Seniors are advised to take upper division (300-400 level) courses. Intercultural studies courses may be taken in the student's major field but do not count for both the major and the intercultural requirement.

**Foreign Languages.** The focus of the language program is on language as a key to international and intercultural understanding. Guilford offers courses in French, German, Japanese, Latin and Spanish. The foreign language requirement may be fulfilled by completing either a 102 or 110 course. A foreign language placement test is required of all first-year students upon registration. Scores on this test indicate placement in either 101, 102 or 110 for French, German, Latin, Japanese, or Spanish, or exemption from further language study. Students placing into 101 must take both 101 and 102. Candidates for the Bachelor of Administrative Science (limited to continuing education students) in accounting, justice and policy studies, or management are not required to take a foreign language.

In order for the foreign language requirement to be waived, a Guilford student must qualify according to the North Carolina state-adopted definition of a learning disability. If the foreign language waiver is granted, two substitute courses with an international emphasis are required.

Foreign students whose native language is not English will be exempted from the foreign language requirement. No credit will be awarded for their native language unless they wish to enroll in an advanced level course.

## Distribution Requirements

Guilford College requires of its graduates an acquaintance with the broad divisions of knowledge recognized as integral to the liberal arts: one course in history; one course in the creative arts; and two courses in each of three areas—the humanities, science/mathematics and the social sciences. A wide selection of courses is available. Not every course listed in departmental offerings, however, satisfies the distribution requirements.

**History.** One course in history to provide a broad cultural, political, social and religious context for other studies.

Table 1.

**REQUIRED LIBERAL ARTS COURSES****First-Year Seminar - 1 Course**

FYS	GST
101	101*

**Interdisciplinary - 1 Course**

IDS
401

**English - 2 Courses**

ENG
150
151

**Intercultural - 1 Course**

ART	ECON	HIST	JAPN	REL	SO/AN	SPAN
320	336	160	251	105	321	312
		241	252	106	353	322
		242		203	358	342
		264		204		412
		362		205		422
		383				432
		384				446
		385				
		386				

**Foreign Language - 1 Course**

FREN	GERM	GRK**	JAPN	LATN**	SPAN
102	102	102	102	102	102
110					110

**Creative Arts - 1 Course**

ART	ENG	GST	MUS	THEA
100	211	321	101	150
102	212	322	111	155
104	321		115	205
248	322			
270				
271				
320				
372				
373				

**History - 1 Course**

CLAS**	HIST	REL
230	101	215
	102	
	103	
	104	
	150	

\* For Continuing Education students only

\*\* Program under revision, see page 42

**Humanities - 2 Courses**

(1 course from two of the three areas)

CLAS**	G ST	Literature					Philosophy	Religious Studies		
		ENG	FREN	GERM	SPAN	THEA	PHIL	REL	REL	REL
301	101	221	311	321	312	281	100	100	215	235
302		222	312	401	314	282	111	101	216	251
		225	401	402	342	300	201	103	220	310
		226	402		412	301	202	105	222	330
		241	403		414	308	221	106	233	422
		242	404		422		246	110		
		255			424		247	203		
		281			432		336	204		
		282			434		375	205		
		300			446		376	212		
		301								
		302								
		303								
		305								
		307								
		308								
		310								
		313								
		314								
		315								
		319								
		330								
		344								
		360								
		370								

**Sciences - 2 Courses**

## SUBDIVISION I

(1 laboratory science course)

## SUBDIVISION II

(1 nonlaboratory science course or a 2nd course from Subdivision I)

BIOL	CHEM	GEOL	PHYS	BIOL	CHEM	GEOL	MATH	PHYS	SPST
114	111	121	101	209	220	105	+103	106	421
115	112	122	108	210		111	110	107	
245		240	121	211		131	112		
		242	122	212		141	121		
			202			160	122		
			211			170	123		
			212			180	131		
						235	225		

**Social Sciences - 2 Courses**

(each from a different department)

ECON	EDUC	JPS	MGMT	PSCI	PSY	SO/AN
221	+391	101	120	101	200	101
222		313		102	224	102
				201	232	103
				203		

+ For Education Studies (Elementary Concentration) majors only

\*\* Program under revision, see page 42

## ACADEMIC PROGRAMS, REGULATIONS

**Creative Arts.** One course in art, comparative arts, creative writing, music or drama.

**Humanities.** Two courses, each in a different area, selected from philosophy, religious studies or literature (English literature, literature in a foreign language, or literature in translation, including the Classics).

**Science/Mathematics.** One science course with a laboratory and either a second science course, with or without a laboratory, or a designated mathematics course. Bachelor of Administrative Science degree candidates may satisfy the science requirement with any two science or mathematics courses.

**Social Sciences.** Two courses, each in a different department, selected from economics, education studies, justice and policy studies, political science, psychology or sociology/anthropology.

See Required Liberal Arts Courses, pages 8-9, Table 1.

## THE MAJOR

In addition to completing the general, area and distribution courses required by Guilford College, each student selects a major field of specialization by the end of the fourth semester.

Guilford offers majors in 28 academic disciplines. In addition, students may pursue options outlined below, including interdepartmental, joint or double majors. All courses required for the major must be passed with a C- or better.

See Degrees/Majors Offered, Page 12, Table 3.

### Departmental Majors

A student selecting a departmental major completes at least eight courses (32 credits) in that field as specified by the department.

Majors in some specialized fields (such as art, English, education studies, management, music and theatre studies) require more than the minimum eight courses.

Degree programs in accounting, chemistry, justice and policy studies, management, physics, psychology and sociology/anthropology may be completed entirely through either daytime or evening classes.

### Interdisciplinary Majors

Guilford College offers two interdisciplinary majors, Humanistic Studies and International Studies. Intended for mature students whose interests extend outside traditional departmental lines, the humanistic studies major allows students to define their own fields of concentration and to build coherent programs suited to their personal needs and career plans. The program may draw upon the total resources of the college, including departmental offerings, independent study and off-campus experiences. The student is responsible for developing an integrated concentration which culminates in a substantial project during the final year.

Interested students are encouraged to talk with the chair of the Interdisciplinary Studies Coordinating Council. The council, consisting of three faculty members, admits students to the major, advises them and approves individual programs.

Although students may declare themselves humanistic studies majors as early as their first year, they normally make formal application for admission to the program by mid-term

of their fifth semester. The written application must present a rationale for the proposed humanistic studies major; a coherent program of study made up of 12 courses and/or independent studies taken or proposed, including at least four courses on the junior or senior level; a tentative plan for the project culminating the program; and the name of the faculty member willing to sponsor the latter. If a student does not fulfill the terms of the approved proposal, program of study or plan for the culminating project, that student's eligibility to graduate as a humanistic studies major may be revoked.

The International Studies (IS) major offers a solidly academic international program in which interested students can pursue an in-depth, interdisciplinary study of a single geographical region or country. It is a double or joint major, with a second major in an academic department required (see page 55). The IS major selects an adviser different from the adviser for the other major to oversee his or her program. The International Education Studies Committee gives final approval to the courses for an individual student's major.

Students focus their course work and study abroad on one geographical region – Europe, East Asia, Africa/Middle East, or Latin America – and, in addition, study world history, geography and cultural anthropology.

### Double Majors

A student who, with the consent of an adviser, desires to complete a double major, i.e., a major in two different departments or curricular areas, will complete all requirements for each of the majors chosen. Each of the major fields may be used as the minor for the other major. If the majors offer different degrees (B.A.S., A.B., B.S., B.F.A.), only one degree may be received. Both majors will be listed on the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed, but a notation will be made that the requirements for the second major have been met.

### Joint Majors

A student may choose to petition for a "joint major" in two departments, involving a waiver of the 32-credit requirement for a major, subject to the following limitations:

- the total number of credits earned for the combination of the two majors cannot be less than 56 and for either one of the majors cannot be less than 24;
- both departments involved in the joint major must approve of the joint major, and either department may prescribe any or all courses which must be completed satisfactorily; and
- the Coordinator of Academic Advising must approve the joint major.

Any student wishing a joint major with fewer than 32 credits in one or both of the majors should submit a petition to each of the departments involved at least a semester in advance of the intended graduation date; the petition approved by both of the departments involved, listing any prescribed courses, is then forwarded to the Coordinator of Academic Advising for approval.

Joint majors are envisioned as being of two types.

- 1) In some cases two closely related departments, such as math and physics, may wish to consider courses within each other's curriculum as being appropriate for both majors. Or a student wishing a major in justice and policy studies and in sociology/anthropology might petition for a joint major utilizing the course in Juvenile Delinquency for both.
- 2) Students may, with the advice and consent of two departments, wish to focus upon two very different areas during their careers at Guilford—perhaps one of the traditional arts and sciences and one of the preprofessional fields. Such a student might petition for a joint major, for example, in art and management.

## THE MINOR

In addition to the courses required for a major, at least four courses are required in a minor field for any student seeking a Bachelor of Arts or a Bachelor of Science degree. These courses may be chosen from other major fields or from a number of special interdisciplinary concentrations (see Section VII) designed to enrich the student's educational program or to widen employment opportunities.

Some departments specify minor courses or a cluster of related courses. In other departments, students plan a minor at the same time the major itself is planned with an adviser, to ensure coherence between major and minor courses and post-college plans. Such planning should normally occur no later than the end of the fourth semester of college study or, for part-time or continuing education students, before completion of 32 credits. Junior transfers should do this planning on or shortly after entering Guilford.

The Bachelor of Administrative Science degree in accounting or management requires six courses in the related subject field; in justice and policy studies, four courses.

Students should contact individual departments as minor requirements vary.

## CONCENTRATIONS

Guilford College offers interdisciplinary concentrations in African-American Studies, Classics, Communications, The Computer, Environmental Studies, Intercultural Studies, Medieval Studies, Peace and Conflict and Women's Studies.

These may serve as minors, enhance opportunities for employment and provide coherence to the fulfilling of distribution requirements. New concentrations are proposed when an interest is generated among students and faculty (see Chapter VII for additional information on concentrations).

## ELECTIVES

After completion of the major and the minor as well as other required courses, the number of electives available to students depends upon advanced placement in foreign languages and ability to "test out" of other required courses. Electives may be taken in any department or field to enrich or supplement the student's major interests.

## GRADUATION REQUIREMENTS

For the baccalaureate degree, the student is required to complete 32 courses (128 credits, equal to 128 semester hours) of

academic work with at least a C (2.00) average. Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses and pass those graded "P/F."

An alternate route to the four-year degree is the "C credit accumulation plan"—the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. After petitioning to participate in the "C credit accumulation plan," a student is required to earn a C or higher to remain enrolled. Students who choose this route to graduation will have all grades recorded on their transcripts, but only courses completed with grades of C or better will count toward graduation, including all area and distribution requirements. Normally the decision to adopt this alternative is made after a period of academic separation with the understanding that any grade below C would result in removal from the "C credit accumulation plan" and the immediate application of the standard rules for graduation, probation, suspension and dismissal.

A minimum of two semesters of full-time study at Guilford College is a prerequisite for graduation. Degree candidates are expected to be enrolled at the college during their last semester of study and to complete at least half their major courses at Guilford or one of the consortium institutions.

Students anticipating graduation must file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

See Usual Requirements for Graduation, page 13, Table 2.

## DEGREES OFFERED

Guilford College offers a variety of baccalaureate degrees. The Bachelor of Arts degree may be awarded in any of 20 major fields; the Bachelor of Science, in 14; the Bachelor of Fine Arts, in one. The Bachelor of Administrative Science may be awarded in three major fields.

A student majoring in chemistry or mathematics is awarded a Bachelor of Science degree unless a Bachelor of Arts is requested. A student majoring in geology, political science or sociology/anthropology may plan a program leading to either a Bachelor of Arts or a Bachelor of Science degree. An art major may pursue either a Bachelor of Arts or a Bachelor of Fine Arts.

The Bachelor of Administrative Science degree in accounting, justice and policy studies, or management is offered to Center for Continuing Education students only (the Bachelor of Science degree is available in these three fields for all students).

See Chart of Degrees/ Majors Offered page 12, Table 3.

## COOPERATIVE OR DUAL-DEGREE PROGRAMS

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one to two years at the cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford College and a more specialized professional certificate or degree from the second school.

Admission to Guilford does not automatically qualify

Table 2. **USUAL REQUIREMENTS FOR GRADUATION**

First-Year Seminar 101	4	Laboratory Science	4
Interdisciplinary Studies 401	4	Nonlaboratory Science/Mathematics	
English 150, 151	8	or a second laboratory science course	4
Intercultural Studies	4	Social Science (2 disciplines)	8
Foreign Language 102 or 110	4	Major	32
Creative Arts	4	Minor	16
History	4	Electives	24
Humanities (1 course from 2 of 3 areas)	8		
Literature/Philosophy/Religious Studies		Total	128

Table 3. **DEGREES / MAJORS OFFERED**

Majors	Degrees		
Accounting**		B.S.	B.A.S.
Art	A.B.		B.F.A.
Biology		B.S.	
Chemistry**	A.B.	B.S.	
Economics	A.B.		
Education Studies+	A.B.		
English	A.B.		
French	A.B.		
Geology	A.B.	B.S.	
German	A.B.		
History	A.B.		
Humanistic Studies	A.B.		
International Studies+	A.B.		
Justice & Policy Studies**		B.S.	B.A.S.
Management**		B.S.	B.A.S.
Mathematics	A.B.	B.S.	
Music*	A.B.		
Philosophy	A.B.		
Physical Education		B.S.	
Physics**		B.S.	
Political Science	A.B.	B.S.	
Psychology**		B.S.	
Religious Studies	A.B.		
Sociology/Anthropology**	A.B.	B.S.	
Spanish	A.B.		
Sport Management		B.S.	
Sports Medicine		B.S.	
Theatre Studies	A.B.		

\* Denotes cooperative consortium program (majors offered by consortium colleges in areas other than those in which cooperative programs have been developed are available to Guilford College students only with specific approval of the Guilford College faculty).

\*\* Denotes degree programs which may be completed entirely through either day or evening classes.

NOTE: B.A.S. degree available to continuing education students only.

+ Requires a double major.

students for admission to a cooperative program. Students must apply to the schools sponsoring programs which interest them, and their admission is the prerogative of those schools.

### Engineering

A dual-degree program has been arranged by Guilford College in cooperation with the Engineering College of the Georgia Institute of Technology in which a student in the program completes three academic years at Guilford and two years at Georgia Tech. After satisfying the academic requirements of the two cooperating institutions, the student receives a baccalaureate degree in physics or chemistry from Guilford as well as a bachelor's degree in engineering from Georgia Tech. Qualified students may arrange to enter the master's degree program in engineering. Since requirements for this program are very specific, interested students should consult with the adviser of the program before beginning their college careers. Adviser: Rexford Adelberger

### Environmental Management and Forestry

The college offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree.

The major program emphases at Duke's School of the Environment are Forest Resource Management, Resource Ecology, Ecotoxicology and Environmental Chemistry, Water and Air Resources, and Resource Economics and Policy. A program in coastal zone management is under development in cooperation with the Duke Marine Laboratory. Individual plans of study and research are tailored within these concentrations.

With appropriate guidance, highly qualified students can reach a satisfactory level of preparation for graduate work in the School of the Environment in three years of coordinated undergraduate study. The student must fulfill all the general requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirements and the B.S. or A.B. degree will be awarded by Guilford College. After four semesters at Duke, in which a minimum of 48 credits is earned, the student may receive one of the professional degrees, the Master of Forestry or Master of Environmental Management, from the School of the Environment.

The cooperative college program does not guarantee admission to Duke. Students who wish to enter the School of the Environment, whether after the junior year or completion of the baccalaureate, must submit an application for admission by February 15 preceding the academic year in which they desire to begin study at Duke.

An undergraduate major in one of the natural or social sciences, engineering, business, natural resources or environmental science is good preparation for study at Duke, but applications with other undergraduate concentrations are considered for admission. All prospective students should have at least one introductory course in ecology, calculus, statistics and microeconomics, and a working knowledge of microcomputers for word processing and data analysis. Adviser: William Fulcher

### Medical Technology

Through an affiliation with the Bowman Gray School of Medicine at Wake Forest University in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray to receive a certificate in medical technology from the School of Medicine and a baccalaureate degree from Guilford College. Usually students entering this program major in biology. Since this program is rigorous, interested students need to plan their courses of study very carefully in consultation with the adviser of the program. Adviser: Charles Smith

### Physician Assistant

A cooperative program with Bowman Gray School of Medicine at Wake Forest University in Winston-Salem, North Carolina, allows a student to complete three academic years at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. Upon successful completion of the program at Bowman Gray, the student receives a baccalaureate degree from Guilford College and a physician assistant certificate from Bowman Gray School of Medicine. Adviser: Charles Smith

## PREPROFESSIONAL OPTIONS

### Pre-Medicine, Pre-Dentistry

Students interested in careers in medicine, dentistry, podiatry, osteopathy, chiropractic, pharmacy or optometry receive the prerequisites at Guilford for professional school admission. A health professions adviser provides detailed information on various careers, as well as on professional school admission requirements, application procedures and special programs for minority students. Also available are application materials, financial aid information and study materials for entrance examinations (such as MCAT and DAT).

The adviser assists the student in planning an individualized program of study which, for most career fields, includes at least one year each of biology, inorganic chemistry, organic chemistry, mathematics and physics. Pre-medicine and other pre-health students may major in the field of their choice while obtaining specialized courses needed for graduate study. Adviser: Frank Keegan

### Pre-Veterinary Medicine

Students receive solid preparation at Guilford College for admission to a school of veterinary medicine. To complete prerequisites for application, students usually major in biology. Some veterinary schools also require a course in animal science, which Guilford students can take at North Carolina A&T State University through consortium arrangements. Adviser: Lynn Moseley

### Pre-Law

Students planning to attend law school are urged to contact the pre-law adviser and to participate fully in the activities of the Webstorian Pre-Law Society.

There is no prescribed or preferred major for pre-law students; law schools seek students who have demonstrated mastery of their chosen fields of study. Pre-law students are

## ACADEMIC PROGRAMS, REGULATIONS

urged, however, to include foreign languages, the basics of accounting, political theory, economics and advanced expository writing among their undergraduate courses. Many law schools require solid performance on the Law School Admission Test and a 3.00 or higher quality point average.

The Websterian Pre-Law Society provides practice LSATs, regular meetings, visits to nearby law schools and hosts an annual dinner. Internships at local agencies and law firms are coordinated by the pre-law adviser. Advisers: Alexander Stoesen, Betty Turner

### Pre-Ministerial

The department of religious studies offers preparation which may lead to a career in the ministry or religious education. A broad range of courses, preparing the student to enter theological school directly upon graduation, includes History of Christianity, Hebrew Bible and New Testament, Contemporary Theology, Feminist Theology, Quakerism, Western and Eastern Ethics, and various explorations in modern religious problems. Studies in comparative religions are offered regularly. Adviser: Melvin Keiser

## POST-PROFESSIONAL PROGRAM

### Anesthesia Nurses

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists in advancing their professional stature with minimum duplication of academic courses and within the framework of a liberal arts education.

Upon request, past studies will be evaluated and a degree completion program will be planned for interested applicants. Adviser: William Fulcher

### CPA Preparation

The baccalaureate degree program in accounting is designed to provide a solid foundation for students who plan to enter the professional practice of accounting and secure, through state examination, the status of Certified Public Accountant.

## SPECIAL STUDY OPPORTUNITIES

Guilford College offers numerous "special study" opportunities, including the honors program, internships, independent study, off-campus seminars, study abroad and summer school.

### Honors Program

The Guilford College Honors Program provides a sequence of classes and independent study options for students seeking intellectually invigorating challenges.

Students choose from team-taught, co-disciplinary courses and departmental offerings and undertake a thesis or project in the senior year under the supervision of a faculty member. This independent study is complemented by a senior honors seminar. Most honors courses meet graduation requirements which would otherwise be met through regular classes.

Open to students majoring in all departments of the college, the honors program promotes intellectual depth in at least six courses during a student's academic career.

Honors courses are small and usually taught as discussion-style seminars, allowing intensive learning in a close and

supportive instructional relationship.

In addition to class work and independent study, students in the honors program are invited to participate in social, cultural and educational events, such as dinners with faculty members, informal forums and discussions with other honors students and faculty, receptions with distinguished visitors and honors lectures.

Guilford College, a founding member of the North Carolina Honors Association, participates in the National Collegiate Honors Council and the Southern Regional Honors Council. Students, faculty and administrators from the college attend the conferences of all three organizations.

**Curriculum.** Completion of the honors program requires 22 credits of honors work, including an honors thesis or project, a team-taught, co-disciplinary honors course, and a 2-credit honors senior seminar. An honors student must also accumulate a 3.00 or higher grade point average for all course work.

**Admission and Honors Scholarships.** Most students are admitted to the honors program as entering first-year students. Invitations are based on standardized test scores, high school achievement and recommendations. During a Spring Honors Interview day, prospective honors students meet with faculty and current students to discuss the program and scholarships.

Guilford has allocated substantial funds for honors scholarships, which are awarded without regard to financial need and currently are held by two-thirds of the students in the program.

Some upperclass students are invited to join the honors program based on their outstanding academic achievements after entering Guilford. For further information, contact Sylvia Trelles.

### Special Topics Courses

Under the 250 and 450 designations, most departments offer upper level courses exploring topics selected according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team.

Special topics courses are not scheduled on a regular basis, but as student interest warrants or a department desires to make them available. Courses on the same topic normally are not given more than twice.

### Independent Study

Departments of the college offer independent study opportunities under the 260 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and reliability in carrying out commitments. Therefore, a proposal describing the project must be approved by the supervising instructor and the chairperson of the relevant department. This proposal must set forth the subject, scope, method and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When both the instructor and the chairperson have indicated their approval by signing the proposal, the student should take two copies of the latter to the



Office of the Registrar.

The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues. No student may enroll for more than two independent studies or more than 8 credits of such work in a single semester. Independent studies normally carry from 1 to 4 credits.

### Senior Thesis

A written senior thesis (470 course number) may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department, and the thesis should represent both serious research and independent thought.

### Departmental Honors Work

For seniors with a 3.50 average in their major, some departments offer an honors option consisting of extensive reading, independent study and perhaps a research paper. The study is usually evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend. Students successfully completing this program are awarded departmental honors at graduation.

### Internships

The Office of Internships and Service Learning provides resources for local, national and international internships and service opportunities which foster learning. Supervised internships and service opportunities are available for credit as part of the academic program. Innovation is encouraged. Students are invited to work with the Director of Internships and Service Learning to design an experience to meet their academic interests and needs.

## STUDY ABROAD AND OFF-CAMPUS EDUCATION PROGRAMS

Students may supplement their learning experience at Guilford College through a wide variety of off-campus programs, either in the United States or abroad. In these, the scholarship of the classroom is enriched by experiences in the realities of the world beyond the campus.

### The Semester Programs

Guilford has seven Semester Abroad programs, each offering up to 18 credits. The fall programs are in Beijing, Guadalajara, London, Munich and Paris. The spring programs are in Brunnenburg (Italy) and Paris (when enrollment permits) and Cape Coast, Ghana. Courses are taught by faculty selected from the country of residence and by the accompanying Guilford faculty leader. Each program seeks a balance between formal academic study and the opportunity for extensive contact with life in a different culture. The cost of these programs is only slightly higher than the cost for a full semester on the Guilford campus; and financial aid is available. Information is available from the Study Abroad Office.

**The Year in Japan.** A year-long program is offered in Japan. Students may enroll at International Christian University, Mitaka, Tokyo, where they live and take meals and classes with

Japanese students. Full academic credit is available through the wide selection of courses taught in English at the university, though participants are also expected to study Japanese. A year of language preparation is encouraged. The Year in Japan is designed to augment Guilford's Intercultural Studies concentration. The basic cost of this program is expected to remain about the same as a full year at Guilford plus airfare.

### Off-Campus Education

**Off-Campus Seminars.** Fall, spring and summer break programs are planned, under faculty leadership, for locations where learning resources are abundantly available. For example: in New York City, art, drama and urban problems may be studied; in Washington, DC, national government; in Florida, marine science; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, black experience and culture. One credit is granted for each seminar. Housing assistance is provided by the college, and a minimal charge to the student covers meals and travel.

A 14-week geology course, natural science seminar, travels to different locations including Puerto Rico as a part of the laboratory for the course. Seminar West, a five-week camping experience to the Rocky Mountains, is given in alternate years and satisfies the laboratory science requirement.

**Washington, DC, Semester.** Any Guilford student with sophomore, junior or senior status and a cumulative average of at least 2.50 is eligible to spend a semester in Washington, DC, under the auspices of The Washington Center. An internship and a seminar provide a total of 12 credits; the student participates in the choice of options. Housing is provided. Information and application materials are available through the Office of Internships and Service Learning.

**Summer School or Semesters at Other American or European Institutions.** Guilford students with cumulative 2.00 averages may attend summer school at other accredited colleges and universities. Only course credit, not grade points, can be transferred to Guilford; therefore, students with academic deficiencies should attend summer school at Guilford College. Courses from other institutions must be passed with grades of C or better if they are to apply to the Guilford degree. Before attending summer school at other institutions, students should have their courses approved by their advisers and obtain a letter from the registrar certifying their good standing. Juniors and seniors must attend four-year institutions.

Guilford encourages its students to study for a semester or a year at other American institutions or in a European university when such programs are consistent with the student's educational goals and interests. Procedures to be followed are the same as those required for summer school attendance at other institutions.

### Summer School at Guilford

Guilford College provides a summer school of two five-week day sessions and one 10-week evening session. For the most part, courses are taught by Guilford College faculty. Summer School is considered to be a third term, and the same academic standards apply to Summer School that exist during the regular academic year.

## Pass/Fail Option

To encourage students to broaden their course selections after the first year, the college offers students the opportunity to elect one course each semester on a pass/fail basis. Students electing pass/fail grading during the first week of the term and subsequently meeting all the normal requirements of the course at the C level or above will be awarded credit for the course with a grade of CR (credit). Unsatisfactory progress will be indicated with a mark of NC (no credit). Neither grade will affect the student's grade point average.

To elect pass/fail grading for a regularly graded course, the student must secure the consent of the instructor and file an election card with the registrar by the last calendar day to add courses. Students who decide to adopt this option will not be allowed to change their registration. The pass/fail options may not be used in courses required in the student's major field, nor in any other required course, nor by first-year students. Veteran benefits are not available for courses taken on a pass/fail basis.

A few Guilford courses, as indicated in the catalog, are exclusively graded pass/fail.

## The Certificate of Study Program

This program consists of four to 10 courses in a clearly defined sequence. It is designed for the person who seeks an organized, and well-planned learning program but does not wish to embark upon a complete bachelor's degree program; or the person who has completed undergraduate studies in one area, who does not wish to pursue a graduate degree, but who does seek to develop one or more strong additional areas of expertise.

Certificates of study can be arranged on an individual basis in most departments and are formalized in the following areas:

Accounting	Economics
Art	German
Chemistry	Justice Management
Communications	Management
Creative Writing	Psychology
Criminal Law	Sport Studies

## English Language Studies for International Students: INTERLINK

INTERLINK Language Center, an independent center affiliated with Guilford College, provides intensive English as a second language and cultural orientation for qualified international students and professionals preparing for study and work in the United States. The curriculum focuses on reading, writing, grammar, listening, conversation, pronunciation and study skills; the program, in general, emphasizes orientation to academic and social life in the United States.

Upper level INTERLINK students may audit Guilford College courses or, in Level Six, take one or two courses for credit. INTERLINK students live in campus residence halls with Guilford College roommates, as well as with community host families, and use all Guilford College facilities.

Admission to the Six-Level program is open to persons who have completed secondary school in good standing and are able to meet educational and living expenses.

In addition, INTERLINK has conditional admission agree-

ments with Guilford College and with the University of North Carolina at Greensboro.

For further information write to Director, INTERLINK Language Center, Guilford College, 5800 West Friendly Avenue, Greensboro, North Carolina 27410.

## THE HONOR CODE

In academic affairs Guilford College operates according to an honor system, symbolized by the honor pledge inscribed by students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty."

It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Faculty members or students suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the Academic Honor Board for consideration. As with all judicial matters, the rights of the suspected student will be protected.

## SCHOLASTIC HONORS

### Dean's List

The Dean's List, published at the end of each semester, consists of the names of students who carried at least 8 credits of academic work in the previous semester and earned a 3.50 average.

### Student College Marshals

At the regular faculty meeting in February, the faculty elects 12 members of the sophomore class to serve as college marshals. All members of the class with a 3.00 average are eligible. The marshals serve at commencement and public functions for the following two years. The student receiving the highest number of votes is designated chief marshal.

### Dana Scholars

Dana Scholars are selected from the rising junior and senior classes on the basis of character, scholarship and leadership. The scholarship may be renewed if the student maintains a 3.25 average, continues leadership activities and reapplies for the scholarship.

### Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, to encourage and recognize high academic achievement. Students with cumulative grade point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College.

### Graduating Honors

Honors are awarded graduating seniors who have attained a quality point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.

## Academic Regulations

Academic regulations are subject to change. In general, students may graduate according to the academic regulations stated in the catalog at the time of their entrance. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations and to plan courses of study that will meet all departmental and college requirements.

## REGISTRATION PROCEDURES

Entering first-year students may pre-enroll in some of their courses by mail during the summer. They register for the rest of their courses after receiving the results of placement tests given during orientation in late August. Transfer and returning students register in late August during their orientation program. Current students preregister for the fall semester during April and preregister for the spring semester during November. All students are expected to claim their preregistration schedules during the official registration day at the beginning of each semester.

Entering first-year students select their courses in conjunction with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department if they have chosen a major. To change from one adviser to another or from one major to another, a student should see the chairperson of the newly selected major department or of the department in which the new adviser serves. A change of adviser form should be completed by the new adviser and delivered by the student to the registrar.

During preregistration or registration for the fall and spring semesters, Guilford College students also may enroll in appropriate liberal arts courses at Bennett College, Elon College, Greensboro College, High Point University, North Carolina Agricultural and Technical State University, the University of North Carolina at Greensboro and Guilford Technical Community College, provided the selected courses are not offered at Guilford and enrollment is not filled by the institution's own students. Full credit will be granted and grades and quality points will be transferred.

### Changes in Registration: Withdrawal from Courses

Once registered, the student is responsible for all listed courses and may change registration only by delivering to the Registrar's Office a drop-add slip bearing the signatures of the academic adviser and the instructors of the courses dropped and/or added. Students may add new courses to their schedules during the first week of classes with the adviser's and the professor's written approval. They may drop courses with a grade of W up to six weeks before the last day of classes in a semester. After that, the regular grade will be given unless the academic dean or the dean of student life authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in those cases when a student withdraws completely from the college.

## STUDENT CLASSIFICATION

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester.

A first-year student has completed fewer than 24 credits toward a degree; a sophomore, at least 24 credits; a junior, at least 56; and a senior, at least 88. A student may not represent or hold office in any class other than the one determined by earned credit.

A special advisee is an adult for whom normal requirements for admission to a degree program are waived. Special advisees are expected to meet the academic requirements of the college by the time they have accumulated 24 credits.

An unclassified student is one who already holds a baccalaureate degree. Such students may or may not be seeking a second degree.

A visiting student is not seeking a Guilford College degree, but is earning college credit to be applied to a degree program at another college or university.

An auditor is a student who attends class, listens to lectures and may participate in class discussion without receiving credit. Auditors may enter any college course for which they have the stated prerequisites, with prior permission of the instructor and payment of a course or laboratory fee where applicable. Auditors register on the first day of class. If they are part-time or COE students, they pay an auditing fee of \$25 per credit (\$100 to audit a 4-credit course). Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor or the registrar may request the latter to withdraw from the course. A full tuition refund will be made in all such cases.

Senior citizens, age 60 or above who meet the stated prerequisites for a course, may enroll as auditors at a fee of \$25 per course if space permits. Applicable course and laboratory fees must also be paid.

Each student, except for an auditor, is either a full-time student (carrying at least 12 credits) or a part-time student (carrying fewer than 12 credits). All main campus students must live in the residence halls unless they have been granted permission to live off campus by the Office of Residential Life.

## NORMAL SEMESTER LOAD

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring terms, 12 to 18 credits are considered a full-time load. During each five-week summer term, 4 to 6 credits are considered a full-time load. For the 10-week summer term, 8 credits are considered full time.

### Overloads

Students who wish to take more than 18 credits in any semester must have the permission of the Academic Dean's Office. Additional charges are assessed for all credits over 18 per semester, with the exception of those taken by music majors, who pay the extra music fee required by their course of study.

## THE WEEKLY SCHEDULE

Campus day classes meet on weekdays. Night classes meet Monday/Wednesday and Tuesday/Thursday evenings.

Certain classes meet for four hours each week, others for three hours and some for only two hours, the frequency of meeting depending upon the nature of the course and the

## ACADEMIC PROGRAMS, REGULATIONS

method of instruction. In every case, three hours of consistent effort per week is expected of the typical student for each credit.

### CLASS ATTENDANCE

The importance of class attendance varies with the nature of the subject matter of the course and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. The success of classes using discussion techniques and seminars emphasizing student participation depends on regular attendance by the participants. Individual faculty members and/or academic departments make clear their requirements and expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Students on academic probation are allowed no absences unless approved by the coordinator of academic advising. Students who terminate regular class attendance are subject to suspension.

### Class Cancellations

Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are normally not canceled in times of inclement weather. However, in case of severe weather hazards, the president, provost and/or the academic dean will determine whether scheduled classes will be held. Announcement of cancellation will be made by the Provost's Office; notices will be posted in Founders Hall, the Office of the Dean of Student Life and the Center for Continuing Education. Local radio and television stations, the college switchboard operator and the answering service in the college Correspondence Center also will be notified. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not canceled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work.

Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the academic dean. Proper notice will be placed in the classroom affected at the beginning of the instructional period.

## THE GRADING SYSTEM

A student's grades are determined by daily preparation, participation in class discussion, the quality of written and/or laboratory work and the results of quizzes and examinations. The grade of A represents exceptional achievement; B, superior; C, average; D, passing; and F, failing.

Plus (+) and minus (-) suffixes to letter grades may be assigned and will be shown on the student's permanent record. Plus (+) and minus (-) suffixes may not be used when assigning the grade of F, and the plus (+) suffix may not be used when assigning the grade of A.

An "X" precedes a grade whenever, through unavoidable circumstances, the work in a course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by midterm of the next regular semester. Provisional grades for seniors may not be changed subsequent to graduation. Only grades of C- or better may be counted toward the major. The grade

for auditing is AU. Occasionally RD (report delayed) is recorded to indicate that a grade was not received. "X" signifies that a grade has not been determined.

### Grade Reports

During the fall and spring terms, midterm progress reports are available to students through their advisers. At the end of each semester, final grades are entered on the permanent record, and, if the student's business office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser and the Dean of Student Life. If a student requests, the Registrar's Office will mail a grade report to parents. Permanent records are unabridged records of all work attempted by students at Guilford College. Confidentiality of student records is maintained according to guidelines publicized by the Office of the Dean of Student Life.

### Quality Points (Grade Points)

One quality point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, XF, WF. Plus (+) and minus (-) suffixes add and subtract .3 to the numerical value of the grade affected. To be a candidate for a degree, except under the C credit accumulation plan, a student must have a cumulative C (2.00) average.

Cumulative quality point averages are determined by dividing the accumulated quality points by the total credits attempted, minus credits in courses marked AU, W, WP, CR (credit), NC (no credit) or RD and transfer credits. Each time a course is taken or repeated, the attempted credits and quality points are entered into the statistics used to compute the quality point average. Students may not repeat for credit any course previously passed. The credits for a course can apply toward graduation only once, no matter how many times it is passed. Exceptions are the Special Topics courses, whose contents vary, and courses indicating in the course listings that they may be repeated.

Numerical values assigned to grading are:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

Quality point averages are computed at the end of each term and include all work done at Guilford College plus work completed during fall and spring semesters at consortium institutions. Summer work completed at Guilford College is included in the computation of a student's quality point average; summer work taken at other institutions is not included.

## TRANSFER CREDITS

Transfer students must present an official transcript and a catalog from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they

wish to transfer. Credit for courses completed with a grade of C or above, appropriate to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical colleges which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or one of its five regional equivalents. Up to 32 credits may be transferred from two-year community colleges, technical colleges or other two-year institutions not so accredited. All requests for the transfer of credits will be evaluated by the registrar or, for continuing education students, by an academic adviser at the Center for Continuing Education. Transfer students may receive 16 credits for each 15 semester hours applied to Guilford's degree.

Each transfer student must meet the college regulations for graduation with respect to all general, area and distribution requirements. If a student enters with 24 or more credits, First-Year Seminar 101 is not required.

Transfer students who have completed first-year English requirements with a grade of C or above at either (1) an accredited four-year college or university, or (2) an accredited North Carolina two-year college are not required to take the English Placement Exam. Transfer students from all two-year institutions outside North Carolina are expected to take the Placement Exam unless granted an exemption by the Director of Composition.

A good score on the test along with a minimum of 6 transfer credits in freshman English composition and literature will satisfy the college requirement in English. Otherwise, the student is placed in English 110, 150 or 151 as determined by the examination. A transfer student with 6 credits in freshman English may enter English 150 or 151 without loss of credit; however, English 110 will be considered a four-credit duplication of first-year transfer English credit.

All students whose native language is not English take the English Placement and Usage Examination, and their placement in English 100, 110, 150 or 151 is determined by scores on these tests.

A foreign language proficiency test is administered to transfer students who have not satisfied the requirement with at least 6 transfer credits in a foreign language. Through scores on this test, students are placed in the proper level of a foreign language or may be exempt from further language study.

## CONTINUING ADMISSION FOR RESIDENTIAL CAMPUS STUDENTS

Students who plan to return to Guilford College the following semester fill out an enrollment form obtained from the Office of the Dean of Student Life.

### Academic Probation

A Guilford College student will be on academic probation if the cumulative quality point average is below the level required for graduation, 2.00.

Students placed on academic probation are not allowed

any unexcused absences from classes. Their eligibility to continue at Guilford College is contingent upon earning at least a C (2.00) average during each term of academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford.

Academic probation is not considered a punitive measure, but rather an indication that the student needs to make greater effort. Students on academic probation are advised to seek special counseling from the academic adviser, staff of the Academic Skills Center or from the Student Life staff to help surmount difficulties which might lead to suspension or dismissal.

## SEPARATION FROM THE COLLEGE

### Academic Suspension or Dismissal

If a student fails to attain a term average of C while on academic probation, the student either will be suspended for an academic year, or be dismissed for academic deficiencies.

Students recording a 1.00 or lower quality point average during the first semester at Guilford will be suspended or dismissed without a probationary period.

If there are extraordinary extenuating circumstances surrounding the student's lack of progress during a period of academic probation which merit reconsideration, the student may appeal the suspension to the Academic Dean's Office. If a student is permitted to re-enroll for the next term, the student's academic standing will be classified as continued academic probation.

Suspended students may apply for readmission through the Admission Office after their suspension period. Readmittance of dismissed students is the prerogative of the academic dean and is never permitted within less than one calendar year of dismissal. If readmitted, suspended or dismissed students will return on academic probation. Eligibility for financial aid may be reinstated; the returning student must file an appeal with the Student Aid and Awards Committee. Likewise, readmitted students are permitted to resume athletic participation if all eligibility standards are met.

### Disciplinary Suspension or Dismissal

The *Student Handbook* outlines rules and regulations for disciplinary suspension or dismissal.

### Voluntary Withdrawal

All students who wish to withdraw from the college during a semester or at the end of a semester must indicate their intentions through completion of an official withdrawal with the Office of Student Life. Continuing education students obtain withdrawal forms through one of the academic advisers at the Center for Continuing Education. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll.

### Nonpayment of Tuition and Fees

Tuition and fees must be paid according to the schedule established by the Business Office. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with

the Business Office to pay according to some other mutually agreed upon schedule, may be withdrawn from the college.

### TRANSCRIPTS

Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed. If all outstanding college accounts are cleared, transcripts will be processed promptly. A \$3 fee applies.

### DEGREE CANDIDACY

Degrees are dated and awarded in May and at a summer graduation. One semester before expected graduation, each student must submit to the registrar an application for graduation, accompanied by a written statement from the department chairperson indicating that all degree requirements are scheduled for completion at the end of the next semester. Filing an application for graduation includes payment of a graduation fee of \$30 by April 15 or July 1, for May or summer graduation, respectively. A student who fails to complete all degree requirements by the scheduled graduation date must reapply for graduation. An application, with a \$15 duplicate diploma fee, should be submitted for the next regular date for conferring degrees.

To receive a diploma or participate in commencement, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Business Office, and must have no judicial action pending. Diplomas will not be awarded to any students against whom there are unresolved judicial charges.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the de-

gree can be met. However, once the degree program has been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

Students are expected to complete graduation requirements within 10 years of the date of entrance. Credits more than 10 years old offered for graduation by transfer, continuing or returning students must be validated by the successful completion of at least 16 credits of current work, including the last semester before graduation. This work must be taken within four regular semesters of graduation.

### Second Degrees

Any former graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study, completing satisfactorily (with at least a C average) a minimum of 32 credits of work beyond completion of first bachelor's degree, at least 16 of these at Guilford, including all prescribed major requirements. Candidates for a second degree are expected to be enrolled at the college during their last semester of study. If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the permanent record.

A student receiving a bachelor's degree from another accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above, with the exception that Guilford's general college requirements must be satisfied either by courses taken at Guilford or by suitable substitute courses from the prior institution. Such students must register through the Center for Continuing Education and have their records reviewed by an academic adviser on entry.

### III. CAMPUS LIVING

A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience.

In the residence hall and in the classroom, in campus clubs and in seminars, on the playing field and in the laboratory, the Guilford student not only discovers personal identity but creates it through involvement in challenging ideas, activities and personal relationships.

Student life at Guilford College is influenced by the Quaker origins of the college and by the Quaker view of humankind in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their roles in the community.

Specific guidelines for campus life are printed in the *Student Handbook* available from the Office of Student Life. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

## STUDENT GOVERNMENT

### Legislative

Student government for the Residential Campus at Guilford College is organized around a Community Senate composed of members from each of the six residence halls, representatives from the day student organization, members of the administration appointed by the president, and two faculty members selected by the faculty. Executive officers of the Senate are chosen each spring in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the president of the college to govern the student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representatives to Board of Trustees committees and to faculty committees.

Residence hall government is based upon a unit-of-living concept, in which the residents of each individual hall are empowered to write their own constitutions, subject to review by the Office of Residential Life and the Administrative Council. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living arrangements.

For information about Continuing Education Student Government, see Section V.

## RESIDENTIAL LIFE

Residential life is a vital part of the educational mission of Guilford College. Residential life provides many points of interaction with others—for friendship, for the formulation of values, and for exercising communal and personal responsibility.

Because Guilford College is primarily a residential campus which values the interaction of students in a residential setting, unmarried students are required to live on campus and eat in

the dining hall. Local students may commute from their homes but must specify when they apply that they intend to live at home with their parents and commute. Any exception to this policy must be approved through a petition submitted to the Office of Residential Life. There are limited opportunities for married students to live in apartments on campus.

During fall and spring breaks, Thanksgiving and winter vacations, residence halls, with the exception of the student apartments, are closed and must be vacated. No meals are served at these times. Upon notification of admission to the college, new students should reserve rooms by signing contract forms provided by the Residential Life Office. Reservations become effective with the signing of the contract and payment of all application and room reservation fees.

For additional information on residence halls, please refer to the *Student Handbook* and the Residential Living brochure.

### Residence Halls

**Binford Hall**, a coed, predominantly first-year residence hall completed in 1962, contains rooms for 160 students, with lounges on each floor.

**Bryan Hall**, completed in 1968, is designed to house 226 students in suites of eight. It consists of four buildings around a central courtyard and houses both men and women by suite. Bryan Hall, which is fully carpeted and air-conditioned, is predominantly an upperclass hall. The central courtyard houses many social activities throughout the year, including Quad Dances.

**English Hall** was built in 1957 to accommodate 50 men. Its amenities include carpeting, an air-conditioned lounge and a kitchenette for residents. English is characteristically a "quiet" hall.

**Mary Hobbs Hall**, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. Fully air-conditioned, the residence hall contains rooms for 54 women, three lounges, a dining room and a kitchen.

Residents share cooperatively in much of the work. A student coordinator handles allocation of responsibilities, and each student works approximately 20 minutes a day on a rotating basis in keeping common rooms clean and helping in the dining room.

Meals, served in the dining room, are prepared by a professional cook who is hired by the college food service. Students prepare breakfast and assist with other meals. The Mary Hobbs residents eat in the main campus (Founders) dining hall on Saturday and Sunday. Guests are welcomed to meals in Mary Hobbs Hall (any meal pass from the general campus dining facility will be honored).

**Milner Hall**, completed in 1962, contains 250 spaces for men and women. Recent renovations of this facility included complete renovation of all rooms, bathrooms, hallways and air conditioning.

**Student Apartments.** There are 24 student apartments, completed in 1991, housing 96 students in air-conditioned single rooms available for upperclass students. These apartments, shared by four students, are carpeted with furnished bedrooms, fully-equipped kitchen and unfurnished dining room

## CAMPUS LIVING

and living room. They are located in a wooded area north of Milner Hall.

**Shore Hall**, built in 1954, and fully air-conditioned, has rooms for 61 women, a spacious main lounge and a kitchenette for residents. Shore has extended "quiet" hours on one of its floors.

**Special Interest Housing.** Guilford College offers the opportunity to groups of students to live together in special interest housing. These small houses of 7-12 students are organized around common social or academic interests, such as the study of languages, science or cultural themes. Currently, groups may obtain designated space upon approval of the special interest housing petition in the spring for the following academic year.

**John Gurney Frazier Apartments** were constructed in 1954. Approximately 20 apartments are available for rent to eligible Guilford students. Details on facilities and rentals and application forms may be obtained from the Maintenance, Facilities Planning, Engineering and Safety (MFPES) Office. Only full-time married students, single parents with legally dependent children or disabled students may live in these apartments.

## STUDENT LIFE

### Orientation

The orientation of new students and their parents begins with a program prior to the opening of the fall semester, giving students and parents an opportunity to meet faculty, administration and staff members. Through small groups, students become acquainted with campus life and are tested, advised and registered so that they may begin college in as smooth a manner as possible.

Just prior to the beginning of the second semester, a special orientation session is scheduled for all new students entering at that time.

### Student Health Service

Prior to the opening of school, each student is required by North Carolina law to submit certification of immunization to the Student Health Service. The required physical and immunization record must be completed by a physician. Failure to comply will result in suspension.

The Student Health Service, a part of the Center for Personal Growth, is located in Founders Hall. The service keeps daily hours during the week, and a physician holds clinic visits on a scheduled basis. Emergency care can be arranged after hours or on weekends through head residents and resident assistants.

The medical service included in the tuition charge for full-time main campus students covers routine illnesses and the cost of sick calls in the Student Health Service. An additional charge is made, however, for X-rays and extra services.

An optional student insurance plan is also available. See Section IV.

### Counseling Service

The Counseling Service is based on the premise that every person has the potential for continuous personal, intellectual and social growth. Seldom is that growth more accelerated or

more vulnerable than during the college years. The Counseling Service is available to provide support to the student throughout this all-important process.

Located in the Center for Personal Growth, Founders Hall, the Counseling Service is staffed by professional counselors trained in personal and group counseling, testing and crisis assistance.

The service offers a confidential setting for students to plan life goals, resolve academic or personal difficulties and learn about new dimensions of themselves through workshops, or individual and group psychotherapy. It also provides a referral service to sources of assistance in the Greensboro area.

Counseling services available for continuing education students are described in Section V.

### Career Development Center

The Career Development Center assists current students and alumni in identifying career interests and skills, in relating college experience to the world of work, and in planning for full-time jobs after graduation.

The Career Library houses rich resources for students planning a major, seeking internships or pursuing an advanced degree. Students may also use reference materials on national and international companies to prepare for on- and off-campus interviews and job fairs.

The Career Development Center offers the latest in computerized career guidance software, including SIGI-plus, a career decision-making system, College Explorer V and other career awareness programs.

The PACE Network (Parent/Alumni Career Edge) allows students access to the expertise of over 1,200 Guilford alumni and parents willing to assist current students in planning their careers.

Through personal advising, assessment, special workshops and presentations, and a one-credit career planning course, the Career Development Center prepares students to set and achieve their career and life goals.

### Student Employment Service

The Student Employment Service, a part of the Career Development Center, assists students seeking part-time and summer employment. A newsletter, *OPTIONS*, contains part-time job opportunities in the greater Greensboro area as well as both domestic and international summer positions. Students who register with the Student Employment Service receive *OPTIONS* biweekly.

### Minority Student Development

Through several staff and faculty members, services are available to minority students. An assistant dean of student life is responsible for assessing the academic, social and personal needs of minority students and devising ways to respond adequately to them. The African American Cultural Society (AACS) sponsors programs focusing on minority interests and achievements.

### International Student Services

Services are available to international students through the International Student Office and the international student



adviser who advises them on institutional rules, government regulations, academic resources and opportunities offered by both the college and the larger Greensboro community. Various programs and resources are available to the international student through the International Student Office to aid them in their transition to Guilford College.

Every attempt is made to facilitate mutually satisfying relationships between international and United States students and between international students and the college and Greensboro communities. Guilford College is a member of the Association of International Educators-NAFSA and is authorized under federal law to enroll non-immigrant alien students. A pre-orientation program for international students is held prior to the general orientation program as well as a special reentry program for students returning home after their studies at Guilford.

## CULTURAL OPPORTUNITIES

### The Student Union

The Student Union is a student organization which sponsors campus social, recreational and cultural programs. Union committees include those for recreation, films, concerts and dances, as well as a coffeehouse. The purpose of the Union is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends the Union helps to coordinate.

### Arts Programs, Lectures, Film Series

Each year Guilford College provides for students, faculty and staff selected programs in music, the performing arts and public affairs. Also available are established lecture series, such as the annual Rembert W. Patrick and Algie I. and Eva M. Newlin history lectures, the Grimsley T. Hobbs philosophy lectures and special lectures sponsored by various departments. The Guilford College Film Series presents approximately 25 motion pictures during the year.

### ArtsETC

Guilford College presents a blend of performances which highlight the arts in a unique and personal way. Over the years, celebrating the arts at Guilford has evolved into participation between the performers and the community. In an effort to pursue this rich tradition, the college combines the world of performance with the curriculum in the series, ArtsETC. Students, faculty and staff explore and discuss the multifaceted dimensions of the performance world through "Informances," special workshops, lectures and artist-in-residence programs which often precede scheduled performances.

### Founders Hall College Center

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for the Dean of Student Life, most of the Student Life staff and student organizations. Its facilities include the college cafeteria, meeting rooms, lounges, an art gallery, a recreation room, a photography laboratory, the mailroom, a grill room, the college bookstore and a student-operated radio station.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 350 people as well as space for dances and other events. Housed in the basement are dressing

rooms and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for performing arts presentations.

## CAMPUS ORGANIZATIONS

### The Performing Arts

The Revelers, Guilford's extracurricular drama group, supports theatre produced entirely by students. Activities include one-act plays, reader's theatre, theatre trips, seminars with visiting performers and cabarets. Projects are chosen on the basis of proposals made to the organization's officers. Membership is open to all Guilford students.

The Guilford College Choir performs numerous concerts each season both on and off campus in addition to major concerts at Christmas and during the spring. The choir makes an annual tour, bringing the members into stimulating contact with varied audiences and communities. Membership in the choir is open to all students by audition. Choir scholarships are available to students meeting specific criteria.

Students interested in broadcasting maintain and operate radio station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Frequently recognized as one of the country's best college radio stations, the programming of WQFS-FM includes music, news, lectures and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

### Special Interest Groups

The African American Cultural Society (AACS) was organized by the Guilford African American student community. Its purpose is to foster unity among African American students while encouraging full participation in the academic, social and policy-making processes of the college community. AACS, open to all members of the Guilford College community, sponsors projects and cultural activities that foster a greater awareness of the African American experience in the United States and abroad.

The International Relations Club provides an opportunity for students of various nationalities to interact and exchange ideas with each other. Speakers, outings and special programs such as the International Fair and International Dinner offer a broader understanding of other cultures and world issues. In addition, the club attempts to aid international students in their adjustment to the United States and Guilford College. IRC is open to all students.

There are numerous other special interest groups on campus including Amnesty International, The Native American Club, Hillel, The Guilford Gay, Lesbian and Bisexual Student Awareness Group, InterVarsity Christian Fellowship and the Websterian Pre-Law Society. Information about these and more than 30 other student groups is available from the Office of Student Activities.

### Departmental Clubs

Majors and other interested students in various departments such as education studies, foreign languages, history, philosophy, psychology, sociology/anthropology and sport studies have organized clubs for discussion of issues relevant to learning in their fields. Phi Alpha Theta, an honorary history

society, sponsors historical programs; Pi Gamma Mu promotes and recognizes academic excellence in the social sciences; Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology; Sigma Pi Sigma honors physics students; and Sigma Pi Epsilon provides opportunities for professional development in physical education, sport management and sports medicine.

## STUDENT PUBLICATIONS

*The Guilfordian*, a newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout and publishing.

*The Quaker*, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, *The Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

The *Piper*, published by a student staff, features original poetry, prose and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents and provide opportunities for critical dialogue in the arts.

## OTHER PUBLICATIONS

*The Journal of Undergraduate Mathematics and Monographs in Undergraduate Mathematics* are published by the Department of Mathematics of Guilford College. The *Journal*, established in 1969, is an internationally distributed periodical devoted to undergraduate mathematics. It is published twice each year and contains papers contributed by undergraduate mathematics students throughout the United States as well as from other countries. *Monographs* is a series of paperback booklets intended for use in seminars or independent studies or as supplements to regular undergraduate courses. The purpose of each *Monograph* is to stimulate the development of the student's ability to do mathematics. The managing editors of both publications are J.R. Boyd, emeritus professor of mathematics, and G. Rudolph Gordh, Jr., professor of mathematics.

The *Journal of Undergraduate Research in Physics*, a publication of the American Institute of Physics, disseminates distinguished undergraduate student physics and physics-related research throughout the world. It is published by the Physics Department at Guilford College, with Rexford E. Adelberger, professor of physics, as national editor.

*The Southern Friend: Journal of the North Carolina Friends Historical Society* is a semiannual periodical sponsored by the only Friends historical society in the Southeast. Coedited by Carole Treadway, curator of the Friends Historical Collection, and Herbert Poole, director of the Hege Library, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

## RELIGIOUS LIFE

To the casual observer, Guilford College might appear to be a secular institution. No graceful chapel dominates the campus; no religious symbols adorn the buildings and rooms; no religious services or courses are required. Upon closer scrutiny, however, one quickly learns that even the absence of overtly religious symbols is part of the college's strong Quaker heritage. Friends seek to encourage an inward experience of religion rather than an outward, doctrinal expression.

The Religious Society of Friends (Quakers) originated in a radical 17th century Christian movement that sought to turn attention from a second-hand experience of God to an inward experience of the Divine with the power to transform lives and society. Guilford remains committed to the importance of inward spiritual development. Quaker principles of community service, respect for individual integrity, global understanding, moral decision-making, and the fostering of human justice are sustained. All governance in the college is done in the Friends tradition of seeking a "sense of the meeting."

Consistent with Quaker faith and practice, Guilford seeks to enable students to harmonize their lives with their own religious tradition or explore patterns of developing spirituality. Guilford is committed to a recognition of the universality of divine guidance and to encouraging openness to and awareness of the many ways in which spirituality is developed. The campus is inclusive of many faith communities.

The Office of Campus Ministry, located in "the Hut," works with a student organization, the Guilford Council of Religious Organizations (GCRO), to facilitate campus religious life, to provide assistance for emerging and existing groups and to aid community members in the process of religious dialogue and spiritual discernment. Max Carter, the campus ministry coordinator, provides a listening ear, small group experiences, and religious programming to enable an atmosphere of seeking, openness and awareness.

Student organizations such as Quaker Concerns, Hillel, the Fellowship of Christian Athletes, and InterVarsity are active on campus. Daily unprogrammed meetings for worship, a Catholic mass, and an Episcopal eucharistic service are held each week, and many students become active in local churches, Friends Meetings, synagogues and other faith communities. New Garden Friends Meeting and Friendship Friends Meeting, both located near the college, welcome students of all faiths.

## COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work and internships with governmental, religious and other community organizations. In some cases academic credit may be received for these activities.

Some students gain practical experience by working with local political parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as the African American Cultural Society and Forevergreen, an environmental organization, also pursue their special interests in the

community at large.

As a Quaker college, Guilford supports the peace testimony of Friends and does not offer or support courses in military science. Such courses are available on an audit basis at North Carolina Agricultural and Technical State University, also located in Greensboro, for Guilford students who want to enroll through the consortium cross-registration program.

## ATHLETICS AND RECREATION

Guilford College considers physical activity, growth and wellness of the individual student to be an important component of the educational mission. Participation, sportsmanship, quality competition, skill advancement, achievement, and striving for excellence in academics and athletics are priorities. The coaches take personal interest in each individual on their teams, and strive to create positive experiences for all team members.

Student-athletes are amateurs and only receive financial aid based on need and academic excellence. The philosophies of Guilford College, the Athletic Department and the NCAA III are synonymous.

### NCAA Division III Philosophy Statement:

"Member institutions seek to strengthen the integration of objectives and programs in athletics with academic and developmental objectives and to assure the integration of athletes with other students. Emphasis is placed on the participants rather than spectators, and on the internal constituency rather than on the general public and entertainment needs. The athletics program:

- a) encourages participation by maximizing the number and variety of athletics opportunities in varsity, club and intramural sports;
- b) ensures that student-athletes have no unique privileges, yet are not denied opportunities available to non-athletes;
- c) is controlled, financed and staffed in the same manner as other departments of the college;
- d) gives equal emphasis to men's and women's sports; and
- e) provides adequate facilities, competent coaching and appropriate competitive opportunities with students from similar institutions."

— 1993 NCAA Manual

Guilford sponsors 12 intercollegiate teams. Men may participate in baseball, basketball, football, golf, lacrosse, soccer and tennis. Women may participate in basketball, lacrosse, soccer, tennis and volleyball. The following teams have participated in national tournaments: baseball; men's basketball; golf; volleyball; and men's and women's tennis. The men's basketball team and women's tennis team were national champions in 1973 and 1981, respectively. The golf team won the national championship in 1989, finishing second in each of the three previous years.

Guilford College is a member of the Old Dominion Athletic Conference. In 1992, the Quakers won conference championships in baseball, football, golf and volleyball.

The Intramural Association offers competitive activities to male, female and coed teams. Students, faculty and staff

participate in team tennis, soccer, flag football, volleyball, racquetball, basketball, kickball, slamdunk, 3-point shot contest, coed volleyball, Schick 3 on 3, softball, coed team foul shooting and swimming. Student leadership has been a key to the success of the intramural program. Opportunities to participate as representatives, game officials, players or supervisors are open to all interested students. Club sports are available based on student interest and participation.

## MOTOR VEHICLES

A student at Guilford College may operate a self-propelled vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay a motor vehicle registration fee and maintain full insurance protecting others. Temporary and visitors' parking permits may be obtained free of charge at the Security Office for vehicles operated by guests and visitors to the campus. All persons are expected to exercise care and consideration for the safety of themselves and others and to observe state, local and campus traffic regulations. Details of traffic and parking regulations are included in the *Student Handbook*.

## PARENTS' ASSOCIATION

All parents are members of the Guilford College Parents' Association, which was formed in 1984. The Association initiates programs related to Guilford families, cosponsors with the Athletic Department Parent Days for each athletic team, assists in fund-raising and student recruitment, and provides a direct channel of communication among parents, college faculty and staff via *Roots & Wings*, the newsletter of the Parents' Association. The Parents' Executive Council assumes the leadership role of the Parents' Association. Parents, grandparents and other family members are invited to visit their students for Fall Family Weekend, which includes seminars, cultural and sports events, and the annual meeting of the Parents' Association.

## LEADERSHIP RECOGNITION

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors.

Academic leadership is recognized by the Dean's List, by departmental awards, by appointment of college marshals and by awards such as the Charles A. Dana Scholarships, honoring both leadership and academic ability.

Each year the Nereus C. English Athletic Leadership Awards are made to superior athletes who have shown leadership in athletics and other aspects of campus life.

Outstanding seniors may be named to *Who's Who in American Universities and Colleges*.

The college's Board of Visitors also annually recognizes an outstanding senior with the Senior Excellence Award based on campus-wide nominations.

Students with very high academic averages may qualify for the Guilford Scholarship Society, which also includes faculty members who are members of Phi Beta Kappa or Sigma Xi.

Student leaders who are members of the senior class receive recognition awards each year from the Office of Student Life staff.

IV. ADMISSION, FEES, FINANCIAL AID

Guilford College considers more than just statistics in reviewing prospective students for admission.

Guilford looks for applicants whose qualities of intellectual capability, personality and social awareness will enable them to benefit fully from both the academic program and campus life.

Further, the college seeks students whose backgrounds and talents will enrich the educational experience of the total college community and whose energies and concerns promise constructive leadership and useful service in their own lives and in society.

To promote the exchange of ideas and values, Guilford actively attempts to admit a student population representing wide areas of the United States and other nations, as well as a broad spectrum of ethnic, religious, racial, age and socioeconomic groups.

SELECTION CRITERIA

The Admission Committee reviews each application individually, with consideration given to all aspects of an applicant's record, keeping in mind the admission objectives set out above.

Academic Record

The Admission Committee examines an applicant's past scholastic achievement, as demonstrated by grades and class rank in high school.

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for academic success in Guilford's liberal arts curriculum, a student should include among the 16 high school units at least 12 academic units—four units in English, three in math, three or four in natural sciences and two to six in a foreign language.

In addition to course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and in developing the ability to express ideas accurately.

Entrance Tests

To assist the Admission Committee in evaluating a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the college.

The following achievement tests, while not required, are highly encouraged: English composition with essay; Math Level I or II; foreign language or science.

Personal Characteristics

Personal characteristics are evaluated through recommendation forms and an interview, preferably on campus.

Guilford encourages students to visit, have an interview with an admission officer, talk with different members of the college community and become familiar with the campus. Personal contact also lets the admission staff become better acquainted with an applicant. Arrangements for a personal

interview and a campus visit may be made by writing or calling the Admission Office. Call 800-992-7759 to arrange a campus visit.

Other Materials

All applicants are encouraged to submit for the committee's review any additional information concerning unusual circumstances, achievements or abilities which they feel would be relevant to the process.

APPLICATION PROCEDURE

Applications are processed as soon as an application form and all supporting materials are received in the Admission Office. The materials needed are:

- 1) the completed application form with a \$25 application fee;
- 2) a transcript of all secondary school work;
- 3) results of one of the college entrance examinations (SAT or ACT);
- 4) the School Report Form and at least one Teacher Evaluation (these forms are included with the application for admission); and
- 5) other recommendations at the discretion of the applicant.

Accepted students confirm their intention to enroll by paying a \$300 Enrollment Fee required of all students. This fee is refundable until May 1 to new students who decide not to enroll.

Admission Calendar

	DEADLINE	NOTIFICATION
Early Decision	Dec. 1	Dec. 15
Early Action	Jan. 10	Feb. 1
Regular Decision	Feb. 1	Mar. 15

After February 1, applications are taken on a space available basis. Interested students who miss the deadlines are urged to contact the Admission Office.

Early Decision Plan

To eliminate the necessity for prospective Guilford students to file admission applications to several colleges and to reduce the anxiety of some regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan.

Through this optional arrangement, students whose first choice is Guilford and who have strong academic and personal qualities may have a decision from the Admission Committee by December 15 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan, students should take the SAT or ACT examinations during their junior year in high school and submit their applications, with all supporting material, by December 1 of their senior year.

Under this plan, students agree to apply to no other colleges as an Early Decision candidate until a decision is reached by Guilford; and, if accepted, they agree to let Guilford know of their decision by paying the \$300 Enrollment Fee by January 15. For students accepted under the Early Decision Plan, the enrollment fee is not refundable.

## Early Action

This option is available to students for whom Guilford is a school of high preference who wish to hear ahead of our regular notification date of March 15. Early Action applicants are free to apply to other institutions and have until May 1 to reply to Guilford if admitted. Students who wish to be considered for scholarships are encouraged to apply under Early Action.

## Early Entrance

Guilford College's Early Entrance Program welcomes applications through the normal admission process from qualified students who wish to pursue their educational objectives at an accelerated rate. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. Any high school student with superior academic potential is eligible to apply.

Usually these applicants wish to enroll after completion of the 11th grade, but capable students who wish to enter college even earlier may, in some cases, be considered. Minimum age for application is 14.

For details, contact the Admission Office.

## INTERNATIONAL STUDENT APPLICATIONS

To be considered for admission, an international student must comply with certain special procedures. An applicant should complete the application form and return it with the following:

- 1) a bank draft in payment of application fee of \$25 (U.S. dollars);
- 2) one copy of official transcript from each high school or college attended;
- 3) one copy of an official TOEFL (Test of English as a Foreign Language) score (to be considered, a student must score 550 or above); and
- 4) a completed financial statement indicating adequate financial support to meet the expenses of the entire academic program at the college. Applications will not be processed unless such declaration can be made.

A provisional admission can be granted to a prospective student who meets the following conditions:

- 1) ranks in the upper 40 percent of his or her graduating class;
- 2) has maintained a grade average equivalent of C or better; and
- 3) agrees to enroll and continue studying in the INTERLINK program or an equivalent intensive English language program until he/she scores 550 or above on the TOEFL examination. Upon achieving a minimum TOEFL score of 550, the applicant is required to complete a statement demonstrating proficiency in written English.

## TRANSFER APPLICATIONS

Qualified students from other accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for admission to Guilford, a prospective transfer student needs at least a C average in all academic work

taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used for first-year applications.

The materials necessary to complete an application for transfer are:

- 1) the transfer application for admission and the \$25 application fee;
- 2) a transcript from every high school and college attended;
- 3) results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable); and
- 4) a recommendation from the dean of students of each college the student has attended (this form is included in the application for admission).

## FOR MORE INFORMATION

Inquiries concerning admission to Guilford College should be addressed to:

Guilford College  
Office of Admission  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

(910) 316-2100 (*Before Dec. 1, 1993, use area code 919*)  
Toll Free (800) 992-7759.

## ADVANCED PLACEMENT

Advanced standing may be earned through the Advanced Placement Program of the College Board or the College Level Examination Program (CLEP) for a total of 32 credits (with a maximum of 16 in each) for those examinations that correspond to courses in the Guilford curriculum. The required course First-Year Seminar 101 cannot be waived by examination. Placement and credit decisions in the student's major must be approved by the appropriate department chairperson.

Placement requires Advanced Placement scores of 3 or better, or CLEP scores of 500 or better; credit requires Advanced Placement scores of 4 or better, or general CLEP scores of 550 or better. Subject CLEP scores must be at least 50 for placement and at least 55 for credit. General examination scores may apply only to courses taken to satisfy the general college or distribution requirement. Credit for other courses may be obtained only by taking subject area examinations.

Guilford College also recognizes the International Baccalaureate (IB) for admission purposes. A course-by-course review by the registrar and the academic department(s) will specify placement and/or credit for higher level subjects passed at an acceptable level.

For further information, the student should contact the Registrar's Office or the Admission Office. Continuing Education students should consult an academic adviser in Continuing Education.

All first-year students are tested for proficiency in English and in the foreign language they wish to continue studying. On the basis of these tests, students are placed in the most advanced courses for which they are qualified.

## IMMUNIZATIONS

North Carolina law requires that all students submit proof of immunization against diphtheria and tetanus (DT), polio, rubeola and rubella within 30 days of enrollment. Failure to do so will result in suspension.

## COURSE FEES

Education 440	\$ 50
Sport Studies Fees	
Horseback Riding	150
Sailing	25
Aikido	105
Canoe/Camping	120

Fees are subject to change

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250 and 450) in any department.

## MUSIC FEES

Guilford College students registered for private lessons in applied music at Guilford College pay \$200 per semester for each half-hour lesson per week. Fees also are charged for the use of practice rooms at Guilford College according to the following scale, which reflects charges for one academic year (two semesters).

Use of Practice Room with Piano	
6 hours per week	\$30
12 hours per week	\$60
Use of Practice Room without Piano	
6 hours per week	\$22
12 hours per week	\$30

Fees are subject to change

## EXPLANATION OF FEES

**Student Activity Fee.** The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

**Enrollment Fee.** A \$300 enrollment fee is required of all full-time residential campus students.

This fee serves as an amount from which, at the conclusion of the school year, all financial obligations due the college are deducted, such as charges for room damage, library fines, etc. If there are deductions from the fee due to unpaid financial obligations, a sum necessary to bring the fee to the level of \$300 will be added to the student's account at the beginning of the next fall term. This fee, less deductions, if any, will be refunded after the student graduates. Refund of this fee will be made to enrolled students leaving the college before their senior year only in the following situations:

- a) for reasons of health, on certification from the college physician;

- b) for students leaving the college at the end of the first semester, provided notification is given to the Dean of Student Life before November 15;
- c) for students leaving the college at the end of the academic year, provided notification is given to the Dean of Student Life before April 15; and
- d) for students not permitted to return for academic reasons.

For any student who withdraws after the deadlines listed above, the fee will be credited to the student's account for one year. If the student does not return within one year, no refund will be made. Students who are uncertain about their plans for withdrawal should consult with the Dean of Student Life before the applicable deadline.

**Late Registration Fee.** A student who fails to complete registration on the day and at the time designated will be required to pay a late registration fee of \$10.

**Late Payment Fee.** A student who fails to complete payment of semester charges on or before the announced deadline will be subject to a late payment fee of \$25.

**Key Deposit.** A key fee of \$25 is required of all resident students. The fee is refundable when the student gives up his or her room and returns the original key. If a student loses a key, he/she will be billed for the key and lock replacement and for the cost to re-key related locks.

**Linen Service, Fee and Deposit.** Pillow cases, sheets and towels are furnished optionally by an outside linen service. If the service is not desired, students or parents must notify the Business Office, in writing, by August 15. Those desiring the service pay a required linen deposit, which will be refunded by the linen company upon return of linens when the student leaves school.

**Motor Vehicle Registration Fee.** For further information on motor vehicle registration and regulations, refer to the *Student Handbook*.

**Insurance Premium.** Refer to section on medical and accident insurance.

## MEDICAL AND ACCIDENT INSURANCE

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25 deductible). The policy provides up to \$2,000 medical expenses for each accident or sickness. Payment will be made commencing after \$25 in medical expenses for treatment performed within 12 months from the date of the accident or commencement of the sickness, provided such treatment begins within 90 days from the date of the accident or commencement of the sickness.

Details of the policy are subject to change each year. Information on details of coverage is provided during the summer preceding each academic year.

The premium for insurance will appear as an item on the first semester charges. Students or parents must notify the Business Office in writing by August 15 if such protection is not wanted.

## International Students

International students attending Guilford College full time are required to carry the basic sickness and accident policy and major medical coverage (\$10,000 maximum) available through the college plan. To be exempt from this coverage and the fee, a waiver form must be sent to the college Business Office by check-in day, indicating that the student has at least comparable coverage with a medical insurance company based in the United States.

## Athletes

Students participating in intercollegiate athletics are required to take Athletic Insurance coverage. Details are available from the Athletic Department and the Business Office.

## PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. The appropriate payment, based upon the payment plan selected, must be received by August 15 for the fall

semester and by January 2 for the second semester to avoid a late payment penalty of \$25. Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

## Installment Plans

Guilford offers special arrangements for parents who prefer to pay tuition and other school fees in monthly installments. The cost for the 10-month installment plan, with the initial payment due July 1, is two percent greater than when total payment is made in cash at the beginning of each semester. The additional cost of the eighth-month plan, with the initial payment due August 1, is two percent greater. Those desiring either payment plan should make arrangements through the Business Office.

## REFUNDS AND ADJUSTMENTS

Subject to the adviser's approval, a student may change registration and add courses during the first week of classes.

Table 4.

### TUITION/ROOM AND BOARD/ACTIVITY FEE 1993-94

For the academic year of two semesters

	Day Student	Mary Hobbs Hall	Other Halls	Apartments
Tuition (12-18 credits per semester)	\$12,400	\$12,400	\$12,400	\$12,400
Room	—	2,526	2,646	3,840
Board	—	2,424	2,424	—
Student Activity Fee	210	210	210	210
	\$12,610	\$17,560	\$17,680	\$16,450

## SPECIAL FEES

Application Fee	\$ 25	Motor Vehicle Registration	
Enrollment Fee	300	Residence Hall Student	\$ 40
Per Credit Tuition (fewer than 12)	388	Day Student	20
Per Credit Overload Tuition (more than 18)	200	Insurance Premium**	
Audit Fee (per credit)*	25	Transcript Fee (per copy)	3
Audit Fee (per course)* (Senior Citizens)+	25	Faxed Transcript (per copy)	9
Registration Fee (part-time students)	15	On Demand Transcript	6
Late Registration Fee	10	Graduation Fee	30
Late Receipt of Enrollment Form (per semester)	10	Duplicate Diploma Fee	15
Late Payment Fee	25	Late Fee on monthly payments (per payment)	10
Key Deposit	25	Duplicate ID Charge	10
Linen Deposit	20	Return Check Charge	20

\* Auditors pay no registration fee but pay course fees where applicable.

+ Ages 60 and above.

\*\* The specific premium for the academic year will be found on the student bill. All students involved in intercollegiate athletics are required to carry athletic insurance. Information about this coverage and its cost will be sent by the Athletic Department.

All fees are subject to adjustment.

## ADMISSION, FEES, FINANCIAL AID

Traditional-age students not living on campus who reduce their course load below 12 credits during the first 21 days will have their charges changed and be billed on a per-credit-hour basis with the refund schedule as noted below.

However, traditional-age students who live on campus and are not taking a full course load will pay full-time tuition charges.

In the case of official withdrawal from the college, the following refund or adjustment schedules apply. Withdrawal from Guilford College for reasons other than academic or disciplinary suspension or dismissal is official only after an official withdrawal form is completed in the Office of the Dean of Student Life. Official withdrawal forms are obtained from and returned to the Office of the Dean of Student Life. A request to the registrar for a transcript of credits shall be considered neither a notice of withdrawal from the college nor a cancellation of room and/or board reservation.

### Tuition

Refund of tuition is made according to the following schedule:

Calendar days (beginning with the first day of classes)	Percent of tuition refund applicable
1 through 7	70%
8 through 14	50%
15 through 21	25%

(No refund after the 21st day)

Refund of tuition is not made after the 21st day with the following exceptions: in the event of withdrawal because of death, serious physician-certifiable illness that prohibits continued enrollment, or dismissal for psychological reasons, refunds of tuition only will be based on a 10 percent charge per week or part thereof in attendance calculated from the first day of classes (90 percent refund if withdrawal during the first week of classes; 10 percent refund if during the ninth week of classes; no refund thereafter).

Federal law requires that first-time enrollees receiving federal student aid receive a pro-rata refund up to the 60 percent point in the first semester only.

For further information, see page 32.

### Room

There will be no refund or credit against room rental for the semester after the first day of classes. No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary, academic or financial reasons.

The college is not responsible for the student's personal belongings located on college property. Students are urged to obtain their own insurance policy or to check with their parent's policy to ensure that their personal belongings are covered for damage or theft while located on the Guilford campus.

### Board

Refunds for board payments are prorated on a weekly basis, calculated on Monday following the date of official withdrawal or dismissal from the college. The Student I.D. card must be

returned to the Residential Life Office as part of the withdrawal process.

The Director of Food Services, Director of Residential Life Programs, the college nurse and the Business Manager are responsible for reviewing requests from students who present medical evidence requesting removal from the board plan for dietary reasons. Students seeking to be granted an exemption from the board plan should begin the process by going to the Office of Residence Life for procedures and application forms. Approval is required prior to a student's removal from the board plan.

### Student Activity Fee

There will be no refund of the activity fee after registration day.

### Course Fees

Course fees will be prorated according to the last day of class attendance during the first 21 calendar days of the semester. After the 21st day, fees are not refundable.

### Proration of Financial Aid

Any financial aid grant or loan given to a student who subsequently withdraws from school during the school year will be adjusted on the basis of the ratio of the total refund due, based on the date of withdrawal, to the total cost for the student.

## FINANCIAL AID

There are many students whose family resources are insufficient to meet the rising cost of a college education without special assistance. The Director of Student Financial Assistance and Planning and the Student Aid Committee of the faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans and work opportunities.

About 45 percent of Guilford College students receive need-based financial assistance (averaging \$11,049 in 1992-93); another 33 percent receive some type of financial assistance, such as merit awards or entitlements. All students benefit from income from endowment funds, since tuition and other expenses are lowered below actual costs.

### Basis of Awards

In granting or renewing financial aid, the Student Aid Committee takes into consideration both satisfactory academic performance and financial need, according to the terms of the particular scholarships available. Financial aid may be continued for students placed on academic probation. However, financial aid may be terminated unless a C (2.00) average is earned during each term of academic probation. Need-based financial aid is not automatically continued but must be applied for each year.

## APPLICATION FOR AWARDS

Completed applications for financial aid must be received by the College Scholarship Service (CSS) or a copy of the original application delivered to the Office of Student Financial Assistance and Planning at Guilford College by March 1 for new students and May 1 for continuing students.

Guilford evaluates financial need by the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Form



(FAF) submitted to the College Scholarship Service (CSS). Students wishing to be considered for any need-based assistance other than federal funds **must** submit the FAF. Forms may be obtained from the high school counselor or directly from the Guilford College Office of Student Financial Assistance and Planning.

Applications for scholarships and other financial assistance, or requests for additional information, should be addressed to:

Guilford College  
Director of Student Financial Assistance and Planning  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

(910) 316-2354 (Before Dec.1,1993, use area code 919)  
Toll Free (800) 992-7759.

## SCHOLARSHIPS AVAILABLE

### Honors Scholarships

The college awards up to 30 Honors Scholarships to students in each entering class. These highly competitive academic scholarships exceed \$3,000 and range up to full tuition. They are renewed for each of the four normal years of study, provided an overall grade point average of 3.00 or better and full-time status is maintained.

### Presidential Scholarships

Incoming first-year students who have demonstrated outstanding leadership during high school are eligible for renewable Presidential Scholarships of \$500 to \$3,000 a year.

Leadership criteria include achievement in areas such as the arts, civic affairs, student government or student publications. Minimum academic qualifications include a cumulative SAT score of 1100 (or ACT equivalent), or a class rank in the top 15 percent in high school. Financial need is not a criterion.

Continued eligibility beyond the first year depends on maintaining a grade point average of 2.75 or better.

Recommendations for awards are made by full-time professional staff or faculty within the college.

### Charles A. Dana Scholarships

Dana Scholarships are awarded to rising junior and senior students on the basis of character, scholarship and leadership. The amount of each award is based on need and may provide up to half tuition. To apply for a Dana Scholarship, a student must have completed two full academic years or its equivalent at Guilford College, have a cumulative 3.25 average and be recommended by students, faculty, administrative staff or employers.

Selection is made by a faculty committee which takes into consideration a student's academic excellence, leadership and contribution to campus or community life. Dana Scholars who continue to meet these criteria may reapply for the award.

### George I. Alden Excellence Scholarship

This scholarship was established by the George I. Alden Trust of Worcester, Massachusetts. It provides an annual award of \$2,500 to a rising junior who has been enrolled at Guilford College for at least one year. Selection is based on outstanding character, intellect and scholarship.

### Dorothy & Stanley Frank Fellowship Program

This program was established in 1983 by Dorothy and Stanley Frank of Greensboro, North Carolina, for students with a spirit of entrepreneurship who are committed to the American free-enterprise system. Several scholarships are awarded each year, ranging from \$1,500 to half tuition. They are renewable based on performance. The application process is competitive and selection is determined by a committee. Frank Fellows participate in a corporate mentorship program, as well as a specially designed internship experience.

### Corella and Bertram F. Bonner Scholarships

Guilford College was selected by the Corella and Bertram F. Bonner Foundation in 1991 to be one of 11 liberal arts colleges to participate in a scholarship program funded by the foundation. Twenty-five first-year students, ranking in the top 40 percent of their high school classes and qualifying for a high level of financial assistance, are awarded scholarship funds to replace work-study in their financial aid packages.

In exchange for the scholarship, students participate in a variety of tutoring and other community service programs which must include summer program options. Eligible students must meet the established March 1 financial aid deadline.

## AID FOR QUAKER STUDENTS

To the extent that restricted Quaker funds are available, Guilford College follows the guidelines below for financial aid to Quaker ministers and students:

### Quaker Leadership Awards

In an effort to recognize leadership potential among young Friends and to cultivate that potential, Guilford College offers four to six Quaker Leadership Scholarships to each entering first-year class. Scholars are selected on the basis of interest in the Society of Friends, campus leadership and academic potential.

Students selected as Quaker Leadership Scholars receive financial awards up to \$2,000 per year, renewable for four years. In addition, the college will award another \$500 per year if matched by the student's monthly meeting or other Quaker agency. Quaker Leadership Scholars must participate in a variety of program activities that include, but are not limited to mentoring, community service, internships, Quaker studies seminar and involvement in campus groups.

The program is coordinated through the Office of Campus Ministry and Friends Center.

### Aid for Quaker Ministers

Recorded Quaker ministers serving North Carolina Friends Meetings who are degree-seeking students are eligible for financial assistance equal to the cost of full tuition up to and including 18 credits per semester. If the student attends college full time and receives the North Carolina Legislative Tuition Grant, the amount of Quaker funds will be reduced accordingly.

### Aid for Ministry Candidates

Candidates for the ministry may qualify for up to \$1,000 per year in loan/grant funds, according to need, if the sum awarded is matched by an equal contribution from the student's

monthly, quarterly or yearly meeting—or a combination of these. If, after leaving Guilford College, the student is employed full time in a professional capacity in North Carolina Yearly Meeting, he/she may have the loan canceled on a proportionate basis.

Applications should be made to the Director of Student Financial Assistance and Planning.

**AID TO NORTH CAROLINA RESIDENTS**

To qualify for North Carolina state grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a bachelor's degree or qualified for such a degree.

**North Carolina Legislative Tuition Grant**

During the 1992-93 academic year, \$1,128 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term and on the 11th day of the spring term.

**North Carolina State Contractual Scholarship Fund**

The State of North Carolina provides scholarship assistance to needy North Carolina students attending private postsecondary institutions. During the 1992-93 academic year, \$295,000 was distributed on the basis of need to Guilford College students from North Carolina.

**FEDERAL GRANTS, LOANS**

**Federal Pell Grant Program**

Administered by Guilford College. The amount of each grant ranges from \$250 to \$2,300 and is determined by a Congressionally-approved schedule. Application for a Pell Grant is made via the Free Application or Federal Student Aid.

**Federal Supplemental Educational Opportunity Grants (FSEOG)**

Available for students from low income families with exceptional financial need who require these grants to attend college. Grants range from \$200 to \$2,000 a year, depending on need, for a maximum duration of four academic years.

**Federal Perkins Loan Program**

Loans to be repaid within 10 years with interest rate of five percent. Payments begin six months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years for a variety of postgraduate study and working experiences.

**Federal Stafford Loan Program**

Requests for these loans from the student's home bank or a state agency are certified through the college's Office of Student Financial Assistance and Planning.

**TERI SUPPLEMENTAL LOAN PROGRAM**

Parents may finance up to full room, board, tuition and fees through The Educational Resources Institute (TERI) Supplemental Loan Program. Payments on principal can be deferred

while the student is enrolled. Interest rates vary based on prime rates. Applications are available in the Office of Student Financial Assistance and Planning.

**TITLE IV REFUND POLICY**

(First-time Enrollees) Refunds of tuition, room, board and other charges will be made on a pro rata basis if a student is attending Guilford College for the first time (that is the first semester or summer term that a student matriculates at Guilford College) and who is receiving any Title IV student aid withdraws or is withdrawn from Guilford up to the 60 percent point period (10 weeks of a 16-week semester) of the semester; after the 60 percent point, no refunds or credits will be made to any student affected by this policy for any reason. The policy applies to the five- and 10-week summer school sessions as well as the fall and spring semesters.

The amount of the pro-rata refund following Federal Government guidelines will be computed as follows: Tuition, room, board and other charges assessed by the college for the semester X (times) the percentage of time in weeks remaining in the semester (rounded downward to the nearest 10 percent) as of the last recorded day of attendance of the student (which will be presumed to be the date, verified, of the last class attended; alternatively the date of withdrawal will be used); provided, however, that in the case of the five-week summer term the percent of time is calculated based on the number of days, not weeks rounded downward to the nearest 10 percent. Less: (1) any unpaid charges owing by the student; and (2) administrative fee equal to the lesser of (a) five percent of the tuition, room, board and other charges assessed the student at the point of withdrawal, or (b) \$100.

**Refund Schedule**

Week #	Calendar Days of college semester*	%Refund
01	01 through 07	90
02	08 through 14	80
03	15 through 21	80
04	22 through 28	70
05	29 through 35	60
06	36 through 42	60
07	43 through 49	50
08	50 through 56	50
09	57 through 63	40
10	64 through 70	30

*Examples:* A student enrolls at or prior to the beginning of the semester and is assessed the following charges: tuition \$6,200, room \$1,323, board \$1,212, and student activity fee of \$105, for total charges of \$8,840.

(1) The student withdraws during the second week of the semester. Based on a 16-week semester, the remaining period would be 14 weeks, or 87.5 percent, rounded downward to 80 percent utilizing the Federal Government formula. The amount of the refund would be \$6,972 (80 percent of \$8,840, less \$100 administrative fee and unpaid charges owed by the student).

- (2) The student withdraws during the ninth week of the semester. The remaining period would be seven weeks, or 44 percent, rounded downward to 40 percent. The amount of the refund would be \$3,436 (40 percent of \$8,840, less \$100 administrative fee), less unpaid charges owed by the student.
- (3) The student withdraws during the 11th week of the semester. No refund or credit for any portion of the financial charges is due.

\*The summer school refund schedule is calculated on a similar percentage basis within a different time frame. The specific summer school refund schedule is available from the Director of the Summer School in the Registrar's Office.

## V. CENTER FOR CONTINUING EDUCATION

Guilford College established the first educational program for nontraditional undergraduates in Greensboro more than 40 years ago.

High academic quality, personalized offerings, and an atmosphere of care and concern for the individual distinguish today's Center for Continuing Education (CCE).

Designed to meet the special needs of adult and working students, ages 23 and older, CCE provides academic support services including admission, registration, comprehensive academic advising, financial aid assistance, an Adult Transitions course, study skills assistance, career development services and an active adult student government association.

Also available are an adult student lounge, senior citizen discounts, limited low-cost family housing and ample parking.

Office hours for CCE are 8:30 am-8 pm Monday through Thursday and 8:30 am-5 pm Friday. The CCE study lounge is open 7:30 am-10 pm Monday through Thursday and 7:30 am-5 pm Friday.

The CCE staff and the faculty members who teach continuing education students are aware of the special hurdles that adult students must often negotiate, and they are sensitive to both the strengths and the challenges that frequently characterize these students.

This awareness, as well as the conviction that all education, including the education of adults, is an expression of the college's mission, shapes continuing education at Guilford today.

## THE STUDENT BODY

CCE students come to Guilford College for a variety of reasons.

Some already have degrees and wish to increase their professional competence or to expand skills and knowledge in new directions. Others transfer from two- and four-year institutions and plan to complete degrees. Some have never been to college and plan to work on a degree program, a certificate of study or take courses for personal enrichment.

CCE students are enrolled in nearly every major, with a predominance in accounting, management, justice and policy studies, chemistry, physics and psychology.

## WORK OPPORTUNITIES

Guilford College operates a Student Employment Service to assist students who need to work while in school. Placements are made in a variety of jobs, both on and off campus.

The college also administers a federally-funded work-study program as well as a totally institution-funded work program for which students may qualify on the basis of need.

Part-time work is available in the library, cafeteria, offices, laboratories, physical education center and maintenance.

Women students may reduce their expenses by rooming in Mary Hobbs Hall, a cooperative residence hall.

Of approximately 550 full- or part-time CCE students, more than half live in Greensboro, and the rest commute from within a 35-mile radius. Sixty-two percent are female, and 38 percent are male.

Forty-one percent are full-time students, even though many are employed full time as well. Fifty-five percent take evening classes only, 24 percent take day classes only, and 21 percent take a combination of day and evening classes.

## AREAS OF STUDY

CCE students are eligible to enroll in any course of study offered by Guilford College, day or evening.

Students able to attend classes during the day may select a major in any of the college's 29 academic degree programs.

For students unable to attend day classes, Guilford offers seven degree programs which may be completed during evening hours: accounting, chemistry, justice and policy studies, management, physics, psychology and sociology/anthropology.

A unique schedule generally allows students to carry a full load of 12 credits with classes meeting only two evenings a week.

## THE CERTIFICATE OF STUDY PROGRAM

A student seeking a certificate of study takes four to 10 courses in a clearly defined sequence. This program is designed for (a) the person who seeks an organized and well-planned learning experience but does not wish to embark upon a complete bachelor's degree program, or (b) the person who has completed undergraduate studies in one area, who does not wish to pursue a graduate degree but who does seek to develop one or more strong additional areas of expertise.

## THE EVENING SCHEDULE

The academic year at Guilford College is divided into two semesters (fall and spring) and a summer term.

During the fall and spring semesters, evening classes are offered four nights a week, following a Monday/Wednesday or Tuesday/Thursday pattern. Class sessions, 75 minutes in length, are scheduled between 6:00 pm and 10:05 pm on

Monday/Wednesday and 6:00-8:40 pm on Tuesday/Thursday. Thus, continuing education students can carry a full load (three courses, 12 credits) by attending classes only two evenings a week. Those who do carry a full load speed their progress toward a degree and, if legal residents of North Carolina working toward a first degree, are eligible to receive the North Carolina Legislative Tuition Grant.

A 10-week summer session is available, with classes meeting on Monday and Thursday nights only. Or two five-week summer sessions offer courses meeting four days or evenings a week, Monday through Thursday. In both cases, four class periods are scheduled for one hour and 50 minutes each, and 8 credits are considered a full-time load. Attending the summer session allows a full-time continuing education student to complete 32 credits within a 12-month period and a four-year degree in four years plus a summer.

Students who prefer a lighter load may take one or two courses per evening during the fall and spring semesters and only one or none during the summer session.

## ADVISING AND COUNSELING

### Academic Advising

Academic advising is central to faculty-student relationships. From the first year onward, each student has an individual adviser and consultation in course selection, study habits, program development and personal life is encouraged.

For adult students, two academic advisers are also available at the Center for Continuing Education.

Potential students may consult with these advisers in order to determine which courses of study will best suit their interests and abilities. Transfer students may seek assistance in assessing previously earned credits and determining how these credits may count toward a Guilford degree.

Continuing education students may seek advice as to whether a lighter load is preferable to a full-time load, in view of prior preparation, work schedule or family responsibilities.

Appointments may be made with an academic adviser anytime between 8:30 am and 8 pm Monday through Thursday, or 8:30 am and 5 pm Friday, by telephoning the Center for Continuing Education.

Students attending college for the first time work with the Continuing Education academic advisers throughout their initial year at Guilford.

CCE students retain a CCE academic adviser until they declare a major or until they reach sophomore status, when they are assigned a faculty adviser in their major department. Transfer students from other educational institutions begin to plan their course of study with a faculty member in the major department after one semester. Faculty are not always available at night, so evening students may consult with the CCE advisers as needed.

### Registration

All new CCE students have the option of preregistering with a faculty adviser or CCE academic adviser. Those who are unable to preregister may enroll in classes on registration day in late August for the fall term and in early January for the spring term. Continuing students preregister for the fall semester during April and for the spring semester during November. All students

are expected to claim their printouts of classes during the official registration period at the beginning of each semester.

CCE students also may register for liberal arts courses under the auspices of the Greater Greensboro Consortium. Cross-registration is possible if the selected courses are not offered at Guilford and enrollment is not filled by the host institution's own students. Credit will be granted and grades and quality points will be transferred.

Once registered, the student is responsible for all listed courses and may change registration by seeing an academic or faculty adviser. Courses may be added during the first week of classes and dropped with a grade of W up to six weeks before the last day of classes in a semester. After that the regular grade will be given unless the Academic Dean authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in cases in which a student withdraws completely from the college.

### Career Development Center

CCE students may access any or all of the services of the Career Development Center. These services are covered by the student activity fee.

### Counseling for Veterans

Counseling regarding veteran benefits is available in the Registrar's Office.

### Academic Skills Center

The Academic Skills Center (see page 5), is located in the Hege Library and is available day and evening by appointment to assist students with academic difficulties, especially in reading, mathematics, expository writing, study and test-taking skills, and time management.

The center has proved successful in helping students long out of school manage the transition back into the classroom. Tutoring in specific courses may be obtained without charge through the center. These services are covered by the student activity fee.

### Re-entry Assistance: Adult Transitions Course

A four-credit course, Adults in Transition, has been designed to assist adults who have been out of school several years in making a smooth transition to the classroom. The course focuses on writing skills, learning styles and the study of adult developmental stages. Class discussion is encouraged.

## STUDENT GOVERNMENT

The Center for Continuing Education Student Government Association (SGA) is composed of all students registered for college credit work through the Center for Continuing Education. The association exists to serve the welfare and interests of its members, and works toward the establishment of a community supportive of the continuing education of adults. Among its activities is the sponsorship of social and cultural events for working students.

The Student Government Association operates under the direction of an 11-member Executive Board. The Executive Board derives its authority from the president of the college and is responsible for the allocation of continuing education student activity fees.

## ADDITIONAL SERVICES AND ACTIVITIES

### Campus Services

CCE students have full access to all academic facilities including the library and computer labs, and may participate in off-campus study programs for full tuition.

Financial aid counseling services are available. CCE students are eligible for state and federal grants and loans as well as campus-wide academic scholarships and a special Continuing Education Scholarship. CCE students who qualify also may be considered for on-campus employment opportunities.

### Frazier Apartments

The Frazier Apartments contain approximately 20 one- and two-bedroom apartments available to full-time students in one of three categories: 1) married, 2) single parent living with dependent children (as defined by IRS regulations), 3) disabled (by petition).

A student manager lives in the apartment complex and is available to answer questions, show the apartments and assist residents. Monthly rent is paid directly to the college Business Office.

The Frazier Apartments constitute official college housing and residents are expected to comply with all policies and regulations governing residential life, under the auspices of the Dean of Student Life. Application forms and details on facilities may be obtained from the Chief Engineer and Director of Facilities Planning.

### Student Lounge

A comfortable, well-lighted study and activities lounge is provided for CCE students in Hendricks Hall—with free coffee and a telephone for local calls. Building hours are 7:30 am-10:00 pm when classes are in session. The building is closed on weekends, starting at 5:00 pm Friday.

### Food Service

Food service is available during specified hours in the cafeteria, located on the main floor of Founders Hall, or in the grill (known as the Underground), located in the basement of Founders Hall. A schedule of fees may be obtained from the food service manager.

### Extracurricular Activities

Continuing education students may participate in the academic departmental clubs and activities, intramurals, the fine arts series, and all SGA-sponsored events and activities.

The Physical Education Center offers full-time CCE students and their families access to all recreational facilities for a reduced fee. Part-time students enrolled for five or more credit hours may obtain personal access to these facilities for a slightly higher fee. A schedule of fees may be obtained from the front desk of the Physical Education Center.

Other activities open to CCE students on a fee-for-use basis include sports events, photos in the yearbook, yearbook acquisition and participation in the college choir, when not taken for credit (\$25).

The following activities and organizations are open to CCE students in accordance with the stipulated guidelines:

**Senate:** CCE students may participate in the Senate only

as designated representatives of the CCE Student Government Association (SGA) and by invitation of the Senate.

**Student Union:** CCE students may belong to the Union but may not serve as officers.

**Publications (*The Seeker*):** CCE students are encouraged to participate in the production of this publication. *The Seeker*, published by the Continuing Education Student Government Association, contains information and articles written by and for adult students. A student editor oversees the production of the newsletter, which in addition to news and information, contains feature stories, original works of poetry and profiles of outstanding CCE students. CCE students also are welcome to participate in the activities of *The Guilfordian*, *The Quaker* and *The Piper* publications, but may not serve as editor of any of these publications.

**WOFS:** CCE students are welcome to participate. The station management will be chosen from among students paying the Residential Campus Student Activity Fee.

**Clubs and Interest Groups:** Groups such as the Biophile Club, the Crafts Center, and the Women's Center welcome the participation of CCE students.

CCE students are not eligible to live in college housing (other than the Frazier Apartments), participate as officers in clubs and activities designed for traditional-age students, or play intercollegiate athletics.

## ADMISSION

Persons age 23 or older wishing to attend Guilford College through its Center for Continuing Education may seek admission as degree candidates, college graduates, special advisees, or auditors.

### Degree Candidates

Students who wish to pursue a degree program are expected to furnish transcripts of all scholastic work attempted since entering high school and scores from the Scholastic Aptitude Testing Program (SAT) of the College Entrance Examination Board or the test of the American College Testing Program (ACT), where available.

Prospective CCE students who plan to work toward a degree without prior college work or recent test scores will be asked to take the School and College Ability Test (SCAT) at the time they apply for admission to Guilford.

**College Graduates.** Individuals who already have college degrees are welcome to apply to Guilford for further study. Anyone who plans to pursue a second degree must submit transcripts of all previous college work. Anyone who is pursuing a Certificate of Study or taking courses for personal or professional interest need only furnish an official transcript showing the baccalaureate degree previously received.

### Special Advisees

Those who have been out of school for a number of years and cannot, by the college's standards, be evaluated adequately on the basis of their past academic records or test scores, may seek admission as "Special Advisees." Such applicants are

## CENTER FOR CONTINUING EDUCATION

expected to submit past academic records; however, the college waives its usual requirement regarding test scores for persons seeking to enroll under this arrangement. The college also provides special counseling when needed and permits the special advisee to demonstrate the ability to perform college-level work successfully.

### Auditors

Those who wish to pursue college-level work without grades or college credit may enroll on a noncredit basis. These persons need furnish none of the credentials required of degree candidates. They may register to audit courses on a space-available basis the first day of classes, or they may attend certain courses for a flat fee once enrollment for those courses has been established.

For application materials, write to:

Guilford College  
CCE Admission Office  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

(910) 316-2100 (Before Dec.1,1993, use area code 919)  
Toll Free (800) 992-7759.

## CCE TUITION AND FEES: FALL SEMESTER 1993-94

Fee Per Credit	\$ 200
Application Fee	25
Registration Fee	15
Activity Fee	20
Late Payment Fee	5
Audit Fee (per credit)	25
Sr. Citizens Audit Fee (per course)+	25
Graduation Fee	30
Duplicate Diploma Fee	15
Monthly Payment Plan Service Charge	2% add-on
Motor Vehicle Registration (Annual)	
Commuting Student	
First sticker	20
Each additional sticker	10

+Ages 60 and above.

All fees are subject to adjustment.

A continuing education student who elects to live in college housing (except for Frazier Apartments) must transfer to the residential campus and pay all applicable tuition and fees.

A continuing education student who elects to participate in intercollegiate athletics must transfer to the residential campus.

## REFUNDS AND ADJUSTMENTS

Subject to the adviser's approval, a student may change registration and add courses during the first week of classes.

During the first 21 days of the semester, CCE students (except first-time enrollees at Guilford College who are receiving Title IV Federal Aid) who remain enrolled at Guilford for at least 4 credit hours obtain a full refund for up to 8 credits dropped. After the 21st day, no refund will be given.

Students who remain in school but who withdraw from more than 8 credits (net) will be subject to the following refund schedule for any additional credits dropped.

Students withdrawing completely from Guilford College will also be subject to the following refund schedule.

### Tuition

Calendar days (beginning with the first day of classes)	Percent of tuition refund applicable
1 through 7	70%
8 through 14	50%
15 through 21	25%

(No refund after the 21st day)

Refund of tuition is not made after the 21st day with the following exceptions: In the event of withdrawal because of death, serious physician-certifiable illness that prohibits continued enrollment, or dismissal for psychological reasons, refunds of tuition only will be based on a 10 percent charge per week or part thereof in attendance calculated from the first day of classes (90 percent refund if withdrawal during the first week of classes; 10 percent refund if during the ninth week of classes; no refund thereafter).

If a CCE student is transferred at the initiative of the employer to a job location more than 50 miles from Greensboro, a refund of tuition will be granted based on a 10 percent charge per week or part thereof in attendance (90 percent refund for first week of classes through 10 percent refund for the ninth week of classes. No refund after the ninth week of classes.)

If a CCE student registers for a course or courses and does not attend a class, the student will not be charged any tuition.

Federal law requires that first-time enrollees receiving federal student aid receive a pro-rata refund up to the 60 percent point in the semester for the first semester only. For further information, see page 32.

### Student Activity Fee

There will be no refund of the activity fee after registration day.

### Course Fees

Course fees will be prorated according to the last day of class attendance during the first 21 calendar days of the semester. After the 21st day, fees are not refundable.

### Registration Fee

The Continuing Education registration fee is payable at preregistration and is nonrefundable.

## PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. Payment or proper arrangements with the Business Office must be completed by registration day to avoid a late payment penalty. Students electing to utilize a monthly payment plan with earlier due dates would meet the appropriate deadlines.

Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

## VI. DEPARTMENTAL PROGRAMS

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits (the equivalent of four semester hours). Exceptions include some sport studies courses, off-campus seminars, some independent study projects, internships and seminars in some departments.

Normally, 100-level courses are introductory courses, 200-level courses are sophomore courses, and 300- and 400-level courses are junior and senior courses. First-year students may not enroll in 300- or 400-level courses unless they demonstrate exceptional maturity and/or background in the discipline.

Departmental course offerings are listed in this section. The following order is observed: course number, descriptive title, any cross-listing(s) of the course, and credits awarded for the course. Noted at the end of the course description are prerequisites and any general college requirements to which the course applies.

## ACCOUNTING

*Raymond E. Johnson, Assistant Professor, Chair*

*William Grubbs, Professor*

*H. Garland Granger III, Associate Professor*

*Doris M. Merrick, Assistant Professor*

The increasing complexity of business, government and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation that accounting students receive at Guilford College – the breadth of liberal arts courses as well as the specialization in accounting – is designed to qualify them to cope successfully with today's ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose to use their accounting background as a way of joining the ranks of management in various organizations.

**Degrees Offered.** A Bachelor of Science degree is offered to all students; the Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. The Bachelor of Science degree program consists of eight major and five related field courses. The Bachelor of Administrative Science degree program consists of eight major and six related field courses.

**Major Requirements.** Required major courses for both degrees are Principles of Accounting I, Intermediate Accounting I, II and III and Cost Accounting, plus three accounting electives at the junior and senior level. Required related field courses are Principles of Economics (Economics 221-222), Computers and Management (Management 241), and Financial Management I (Management 332); in addition, a second junior or senior level related field course is needed for the B.A.S. degree. Elementary Statistics (Mathematics 112) or equivalent is required for both degrees; this course may be used to satisfy part of the related field as well as part of the science distribution requirement. Careful selection of other courses in the major and in the related field enables students to tailor the program to their individual career objectives.

A minor in accounting consists of four accounting courses. Three of these courses must be taken at the junior or senior level.

**CPA Examinations.** Students who plan to sit for the Certified Public Accountant examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy course requirements set by the North Carolina Board of C.P.A. Examiners.

**201 Principles of Accounting I.** 4. Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and preparation of financial statements.

**202 Principles of Accounting II.** 4. Interpretation and utilization of accounting data for management decision-making. Emphasis on analysis of financial statements, budgeting and cost-volume profit relationships. Prerequisite: Accounting 201. Limited to Sport Management Majors.

**301 Intermediate Accounting I.** 4. Theory and application of financial accounting. Emphasis on the accounting cycle, financial statement presentations – the statement of financial position and the income statement. Prerequisite: Accounting 201.

**302 Intermediate Accounting II.** 4. Theory and application of financial accounting. Emphasis on current assets and liabilities, intangible assets, operational assets and corporate equity accounts. Prerequisite: Accounting 301.

**303 Intermediate Accounting III.** 4. Theory and application of financial accounting. Emphasis on long-term investments and liabilities, changes in financial position, pension costs, leases, current-value accounting and partnerships. Prerequisite: Accounting 302.

**311 Cost Accounting.** 4. Development and use of production costs in planning, controlling and decision-making. Prerequisite: Accounting 201.

**321 Taxation of Individuals.** 4. Principles of federal income tax laws relating to individuals. Prerequisite: Accounting 201.

**322 Taxation of Corporations and Partnerships.** 4. Principles of federal tax laws affecting corporations, shareholders and partnerships. Prerequisite: Accounting 321 recommended.

**401 Advanced Accounting.** 4. Accounting and reporting for consolidated corporations, partnerships, multi-national enterprises and nonprofit organizations. Prerequisite: Accounting 303.

**411 Auditing.** 4. The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures and reports. Prerequisite: Accounting 303.

**421 C.P.A. Problems.** 4. General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations in accounting practice and theory. Prerequisite: all required courses in accounting and related subjects.

**422 C.P.A. Law.** 4. General and specialized topics in business law which constitute the subject matter of the C.P.A. examination in that area. Topics include contracts, negotiable instrument

## ACCOUNTING

ments, agency and the accountant's legal liability. Prerequisite: senior standing or consent of the department.

**431 Accounting Theory. 4.** Theories of valuation, income determination and financial statement presentations. Emphasis on current accounting issues and the related professional literature. Prerequisite: Accounting 303.

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

## ART

*E. George Lorio, Assistant Professor, Chair*

*Adele Wayman, Professor*

*Roy H. Nydorf, Associate Professor*

The art department seeks to develop a studio program of high quality for its majors as well as to develop an awareness and appreciation of art in all students.

Art majors may concentrate in one of three areas: painting, printmaking or sculpture. A concentration in ceramics or photography (for an A.B. degree only) may be arranged with the department chairperson, subject to the approval of the Academic Dean.

**Degrees Offered.** Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art. It is supplemented by consortium programs.

**Major Requirements.** Twelve courses are required for the studio art major seeking an A.B. degree. Four foundation courses are required: Introduction to Visual Arts; Design I; Design II (Color Design) or Three-Dimensional Design; and Drawing I. In addition, students take three studio art courses and Senior Thesis I, Art 480, in their chosen concentrations; two art history courses; and two studio courses in areas other than their concentration. An exhibition of the senior thesis is required.

Twenty-one courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Five foundation courses are required from these offerings: Introduction to Visual Arts, Design I and II, Three-Dimensional Design and Drawing I and II. Seven studio courses must be completed in the student's chosen concentration; two of them must be Senior Thesis I and II, Art 480 and 481 (an exhibition). Three art history courses also are required. In addition, students take six studio art courses in areas other than their concentrations. This advanced degree cannot be completed in less than four and a half years.

**100 Introduction to Visual Arts. 4.** Overview of the principal visual arts, including their aesthetic qualities, structural forms, historical roles. Fulfills creative arts requirement.

**102 Design I. 4.** Fundamentals of design in two-dimensional media in black and white. Fulfills creative arts requirement.

**103 Design II (Color Design). 4.** Continuation of Design I. Emphasis on color. Prerequisite: Art 102.

**104 Drawing I. 4.** Basic principles of drawing in various media

stressing the relationship of observation, materials and methods to form. Fulfills creative arts requirement.

**105 Drawing II. 4.** Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: Art 104.

**200 Painting I. 4.** Fundamentals of painting; relationship of materials, techniques and ideas to visual expression. Oil and/or acrylic media explored. Prerequisite: Art 102 or 104.

**201 Painting II. 4.** Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: Art 200.

**204 Life Drawing I. 4.** Figure drawing; stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: Art 104.

**205 Life Drawing II. 4.** Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: Art 204.

**221 Printmaking I. 4.** Printmaking processes of relief printing, including linoleum, wood-block, monotype. Prerequisite: Art 104 or consent of the instructor.

**222 Printmaking II. 4.** Color monotype, collagraph, embossing. Prerequisite: Art 221.

**223 Printmaking III. 4.** Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint and drypoint. Prerequisite: Art 221.

**224 Printmaking IV. 4.** Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multiple printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: Art 223.

**225 Printmaking V. 4.** Lithographic stone printmaking processes, including pencil and tuche techniques.

**226 Printmaking VI. 4.** Advanced printmaking; exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisite: Art 221, 222, 223 or 224.

**248 Three-Dimensional Design. 4.** Materials, techniques and concepts of three-dimensional design. Fulfills creative arts requirement.

**251 Sculpture I. 4.** Introduction of tools and techniques of subtractive sculpture in plaster, wood and mixed media. Prerequisite: Art 248 or consent of the instructor.

**252 Sculpture II. 4.** Construction processes in sculpture including wood, found material, metal. Prerequisite: Art 248 or consent of the instructor.

**253 Sculpture III. 4.** Exploration of media in relation to form and personal expression. Prerequisite: Art 252.

**270 Art History Survey I. 4.** Major stylistic periods of art including prehistoric, ancient and medieval art. Fulfills creative arts requirement.

**271 Art History Survey II. 4.** European art from the Renaissance through Impressionism. Fulfills creative arts requirement.

**290 Internship. 4.** Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews and final art staff critiques are required.

**300 Painting III. 4.** Exploration of media in relation to form and



personal expression. Individual critiques. Prerequisite: Art 201.

**301 Painting IV. 4.** Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: Art 300.

**320 Chinese and Japanese Painting. 4.** Major artists and cultural characteristics of these two traditions. Fulfills creative arts or intercultural requirement.

**330 Photography I. 4.** Materials, equipment and basic techniques in black and white still photography. Design in pictorial format stressed.

**331 Photography II. 4.** Special techniques in photographic expression; technical and aesthetic possibilities of color, including hand-tinting, toning and non-silver processes. Prerequisite: Art 330.

**340 Ceramics I. 4.** Introduction to ceramic processes; hand-building, throwing, sculptural forms, glazing and firing.

**341 Ceramics II. 4.** Advanced ceramic techniques; throwing on the wheel, glaze preparation and formulation, kiln operation. Prerequisite: Art 340 or consent of the instructor.

**372 Renaissance Art History. 4.** Major artists and stylistic trends of 15th- and 16th-century Italian and Northern Renaissance art. Fulfills creative arts requirement.

**373 Modern Art History. 4.** Major artists and art movements from 1860 to the present. Fulfills creative arts requirement.

**450 Special Topics. 4.** May also be offered at 250 level.

**477 New York Art Seminar. 1.** One-week seminar on the visual arts, stressing dialogue with artists in New York City studios, museums and galleries. Course planned to acquaint students with the making and promotion of the visual arts.

**480-481 Senior Thesis I, II. 4,4.** Students choose the focus of this course. A written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews and final art staff critiques required. Prerequisites: advanced standing and consent of department chair. Selected studio art and art history courses are offered during evening as well as daytime hours.

## BIOLOGY

*Charles G. Smith, Associate Professor, Chair*  
*William E. Fulcher, Professor*  
*Frank P. Keegan, Professor*  
*Jacqueline Ludel, Professor*  
*Lynn J. Moseley, Professor*

The biology department seeks to provide students with a good foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses according to their own interests. This flexibility enables students to prepare for graduate school; for medical, dental and other professional schools; and for careers in many different areas of biology.

**Degrees Offered.** The Bachelor of Science degree is offered in biology. In addition, a combined degree program in medical

technology and a cooperative program for physician assistants are available. Through an arrangement with Duke University School of Forestry and Environmental Studies, a degree completion program and a master's degree program in forestry are available. Students who have completed an approved anesthesia program for nurses may continue their college work at Guilford, applying many credits previously earned toward a B.S. degree in biology.

**Major Requirements.** A major in biology consists of eight 4-credit courses, including General Botany, General Zoology and Cell Biology. Five additional biology courses are chosen by students in consultation with their advisers. Either the sequence 341/342 or 351/352 may count toward the major, but not both.

Biology majors are required to take one year of mathematics (Calculus I and II, or Calculus I and Statistics are recommended), one year of chemistry and one year of physics as a cluster of related courses.

Many biology courses involve field work and off-campus field trips. Expanded study and research opportunities are available at the North Carolina coast, in the mountains and in adjacent states.

Biology majors are encouraged to pursue independent research projects under the supervision of a biology faculty member. This research can lead to the writing of a thesis during the senior year, Biology 470, Senior Thesis, or to honors in biology, Biology 490, Departmental Honors. In addition there are numerous opportunities for student participation in independent studies and internships.

**114 General Zoology. 4.** Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of evolution, genetics, cell structure, ecology and ethology. Laboratory includes work with living and preserved animals and emphasizes anatomy, physiology and taxonomy of representative phyla. Fulfills laboratory science requirement.

**115 General Botany. 4.** Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology and evolution. Laboratory study includes experiments and observation of typical species of plants and morphology, anatomy and taxonomy. Fulfills laboratory science requirement.

**209 Human Biology. 4.** An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress and environmental change on human health. Does not count toward the major. Fulfills nonlaboratory science requirement.

**210 Plants and Society. 4.** Study of the history, geographic distribution, structure and phylogenetic relationships of plants which are of value to man. This will include plants used for food, flavoring, beverages, drugs, fibers, wood and other plant products. The practical aspects of the use of plants and plant materials will also be included. Does not count toward the major. Fulfills nonlaboratory science requirement.

**211 Genetics and Society. 4.** Study of genetics and evolution thought with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, genetic engineering and the inheritance of genetic

## BIOLOGY

diseases. Does not count toward the major. Fulfills nonlaboratory science requirement.

**212 Environmental Science. 4.** Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosphere. Does not count toward the major. Fulfills nonlaboratory science requirement.

**213 Cell Biology. 4.** A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into cellular organelles and the coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function, and DNA, RNA and protein synthesis. Laboratory techniques such as microscopy, cytochemistry, spectrophotometry, centrifugation and biochemical analysis are utilized. Prerequisite: Chemistry 111.

**245 Introduction to Forensic Science. 4.** In-depth study of the application of the biological, chemical and physical sciences to the examination of forensic evidence. Provides the student with a firm understanding of the various tests used in criminal investigations, and the applicability and utility of these tests. Explores the underlying physiological and biochemical basis for forensic methods. Laboratory experiences include human tissue analysis, spectrophotometric methods and drug identification. Does not count toward the major. Fulfills the laboratory science requirement. Offered when demand and scheduling permit.

**324 Field Botany. 4.** Taxonomic study of vascular plants involving classification, collection and identification in the field and laboratory. Prerequisite: Biology 115 or consent of the instructor. Spring.

**325 Nonvascular Plants. 4.** Advanced study of non-vascular plants with emphasis on morphology, anatomy and phylogeny of algae, fungi and bryophytes. Prerequisite: Biology 115. Alternate years.

**326 Vascular Plants. 4.** Advanced study of vascular plants with emphasis on their morphology, anatomy and phylogeny. Prerequisite: Biology 115. Alternate years.

**330 Developmental Biology. 4.** Detailed study of gametogenesis, fertilization, cleavage, gastrulation, neurulation, germ layer formation, and organogenesis. Comparative study in the laboratory of the development of the frog, chick, pig and man. Prerequisite: Biology 114. Alternate years.

**331 Entomology. 4.** An introductory course in entomology which includes: insect identification and taxonomy; morphology; physiology and ecology of insects. A survey of insect control and the relationships of insects to man is also included. Laboratory work will involve work in the field as well as in the laboratory. Prerequisite: Biology 114. Offered when demand and scheduling permit.

**332 Invertebrate Zoology. 4.** Advanced study of invertebrate phyla with emphasis on taxonomy, physiology and ecology of the several groups. Prerequisite: Biology 114. Offered when demand and scheduling permit.

**333 Ichthyology. 4.** Study of the diversity, distribution and

ecology of the world fish fauna with emphasis on field studies of North Carolina populations. Basic anatomy and physiology will also be covered. Prerequisite: Biology 114. Alternate years beginning 1993-94.

**334 Animal Behavior. 4.** The zoological approach to the study of animal behavior. Topics covered in class include the history of ethology, behavioral ecology, types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals in the field and in the lab. Quantitative techniques for analyzing ethological data will be introduced in the laboratory. Prerequisite: Biology 114. Alternate years.

**335 Vertebrate Field Zoology. 4.** Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology and behavior of representative tetrapod species. Laboratory work includes field studies of the major groups of North Carolina tetrapod vertebrates. Prerequisite: Biology 114. Alternate years.

**336 Ornithology. 4.** In-depth study of evolution, anatomy, physiology, ecology and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: Biology 114.

**340 Psychobiology (Psychology 340). 4.**

**341 Human Anatomy and Physiology I. 4.** Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular and respiratory systems. Prerequisite: Biology 114.

**342 Human Anatomy and Physiology II. 4.** Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory and reproductive systems. Prerequisite: Biology 341.

**343 Sensory Systems (Psychology 343). 4.**

**351 Comparative Vertebrate Anatomy. 4.** Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems. Prerequisite: Biology 114. Alternate years.

**352 Animal Physiology. 4.** The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis, selected topics in comparative vertebrate physiology. Prerequisites: Biology 114, 213. Alternate years.

**433 Microbiology. 4.** Structure, classification, nutrition and biochemistry of microorganisms, especially bacteria and viruses. Processes of viral infection, bacterial sporulation and genetic exchange are examined. Emphasis is placed on microorganisms causing human disease, and a substantial part of the course deals with host defense mechanisms and the function of the human immune system. Methods of isolation, characterization and identification of microorganisms, and techniques of sterilization and disinfection are explored in the laboratory. Fall.

**434 Biochemistry (Chemistry 434).** 4. Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids and nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer. Techniques used in the isolation and identification of proteins, lipids and nucleic acids are explored in the laboratory. Prerequisite: Chemistry 112. Spring.

**438 General Ecology.** 4. Basic ecological principles governing the structure and function of populations, communities and ecosystems. Prerequisites: Biology 114 and 115. Alternate years.

**443 Genetics.** 4. A study of the components of the hereditary system and their functions – chromosome structure, mitosis, meiosis, crossing-over, chromosome mapping, gene fine structure, control of gene expression and gene mutation. Mendelian and extranuclear inheritance, population genetics and human genetic traits and diseases are explored. Bacterial, viral, insect and plant materials are utilized in the laboratory. Prerequisite: Chemistry 111. Fall.

**450 Special Topics.** 4. Possible courses include: Cetology, Dendrology, Social Behavior and Communication. May also be offered at the 250 level.

**460 Independent Study. 1-4.** May also be offered at the 260 level.

**470 Senior Thesis. 1-4.** Individual experience in biological research and writing of a professional paper.

**490 Departmental Honors.**

## CHEMISTRY

*David F. MacInnes, Jr., Professor, Chair*  
*Anne G. Glenn, Assistant Professor*

The chemistry department seeks to serve students with many diverse interests. Its courses endeavor to give insights into the chemist's activity and role in society; to equip majors with the tools needed for graduate work, teaching or industry; and to provide those going into allied science and health fields with the requisite skills and understanding. Use of instrumentation and computers is encouraged at all levels.

**Degrees Offered.** The Bachelor of Arts and Bachelor of Science degrees are offered in chemistry.

**Major Requirements.** The major in chemistry includes Chemical Principles I and II, Chemical Analysis, Metals and Metal Complexes, Organic Chemistry I and II, Modern Analytical Techniques, Organic Laboratory Techniques, Thermodynamics, Senior Seminar and one advanced course (Nuclear Chemistry, Chemical Bonding, Biochemistry or certain other courses offered occasionally at Guilford or at consortium colleges). Majors are encouraged to carry out an independent study project or to participate in an industrial or governmental internship at some time during their last two years.

At least two mathematics courses (Calculus I and II) and two physics courses constitute the related field. Additional courses in these fields as well as in chemistry are strongly encouraged for students interested in graduate study. Languages most useful for chemistry are German, Russian, Japa-

nese and French. Courses in chemistry beyond Chemical Principles II are offered in the evening on a rotating basis to enable continuing education students to complete a chemistry major.

The department offers a course in industrial chemistry to satisfy the growing interest of both science majors and nonscientists.

**Scholarships.** To recognize superior work in chemistry, the department annually offers a national prize for outstanding achievement to a student in general chemistry and the Ljung Scholarship to a chemistry major. In addition, the department selects a senior for the Outstanding Student Award given by the North Carolina Institute of Chemists.

The Harvey Ljung Chemistry Lecture is delivered each year by a nationally recognized chemist.

**111 Chemical Principles I.** 4. Basic principles of chemistry, periodicity, bonding and energy relations. Fulfills laboratory science requirement.

**112 Chemical Principles II.** 4. Molecular and ionic equilibria, kinetics and mechanisms, introduction to organic and biochemical systems. Prerequisite: Chemistry 111. Fulfills laboratory science requirement.

**220 Chemical Industry Awareness.** 4. The chemical perspective in a technological society. Development of chemical literacy by non-chemists to enable them to make intelligent choices on how chemistry will be used in our society. Science majors learn about industrial use of science and how to communicate with nonscientists. Fulfills nonlaboratory science requirement.

**221 Chemical Analysis.** 2. Quantitative analytical separations and analysis, volumetric and instrumental techniques as applied to environmental studies. Prerequisite: Chemistry 112.

**222 Metals and Metal Complexes.** 4. The metallic state, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on metal complexes, their synthesis, structure, properties and analysis. Prerequisite: Chemistry 112.

**225 Modern Analytical Techniques.** 2. Laboratory course involving instrumental and volumetric methods of chemical analysis, separation techniques, and computerized data acquisition and analysis.

**320 Nuclear Chemistry.** 4. Theory, techniques and instrumentation of radiochemistry, radiation chemistry and stable isotope effects. Prerequisite: Chemistry 112.

**321-322 Organic Chemistry I, II.** 4. 4. Chemistry of carbon compounds, preparation, sources, uses and laboratory techniques, including polarimetry, IR, NMR, mass spectrometry and gas chromatography. Prerequisite: Chemistry 112.

**325 Organic Laboratory Techniques.** 2. Laboratory course involving synthesis and characterization of organic compounds, spectroscopic analysis and other modern instrumental techniques.

**400 Senior Seminar.** 2. Library work, discussion of recent advances in chemistry. Recent topics include space chemistry, pollution, conductive polymers, ethics in chemistry. Required of majors.

## CHEMISTRY

**420 Polymer Chemistry. 4.** Synthesis, characterization, properties and uses of modern synthetic polymers. Current topics in polymer research and development such as biomedical polymers, space-age polymers and the use of polymers in electronics will be examined. Prerequisite: Chemistry 321.

**421 Thermodynamics. 4.** Classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, theories of solutions and equilibrium. Prerequisites: Chemistry 221, two semesters of physics, and at least one semester of calculus.

**422 Chemical Bonding. 4.** Bonding, quantum mechanics, spectroscopy. Prerequisite: Chemistry 421.

**425 Physical Chemistry Laboratory. 2.** Techniques and experiments in physical chemistry including gases, thermochemistry, phases, kinetics, spectroscopy and electrochemistry.

**434 Biochemistry (Biology 434). 4.**

**450 Special Topics. 4.** Recent courses include Chemistry of Coastal Waters, Mercury in Chemistry and the Environment, and Advanced Organic Chemistry. May also be offered at 250 level.

**460 Independent Study. 1-4.** Recent topics include Photoredox Chemistry, Experimental Design, Conducting Polymers. May also be offered at 260 level.

**490 Departmental Honors.**

## CLASSICS

*Discussion about revisions to the following program and course offerings were under way in 1992-93. For current information, contact the Academic Dean's Office.*

Classics courses involve students in a multilevel study of the languages, literature, history and culture of the classical world, leading to a fuller awareness of our humanistic heritage. The interdisciplinary nature of classical studies should contribute to the student's perception of the interrelatedness of various fields of contemporary knowledge and activity.

Classics students are encouraged to participate in an overseas program in Greece or Italy and to take advantage of consortium Classics offerings.

**Classical Languages.** Course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 102.

**230 Classical Civilization. 4.** Examination of types of evidence and varieties of scholarship and imagination used in the attempt to reconstruct the world of Greece and Rome. Attention given to mythology, art, literature and scientific thought as well as archaeology and history. Fulfills history requirement.

**250 Special Topics. 4.**

**301 Classical Literature in Translation. 4.** Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Counts toward humanities requirement.

**302 Classical Mythology. 4.** Greek mythology from its primitive origins; its role in the literature, life and thought of the ancient world; discussion of mythological theories in relation to various disciplines. Counts toward humanities requirement.

**460 Independent Study. 1-4.** Recent topics include Euripides, Homer, Virgil. May also be offered at 260 level.

## Greek

**101 Introductory Greek I. 4.** Introduction to Attic Greek based on Aristophanes and Plato; sight-reading in the *New Testament*.

**102 Introductory Greek II. 4.** Further study of classical prose and poetry or readings in the *New Testament* according to individual interests. Fulfills foreign language requirement.

## Latin

**101 Introductory Latin I. 4.** Introduction to classical Latin based on Ovid's *Metamorphoses*; sight-reading in Medieval Latin.

**102 Introductory Latin II. 4.** Further study of classical prose and poetry; readings in medieval Latin. Fulfills foreign language requirement.

## ECONOMICS

*Robert B. Williams, Assistant Professor, Chair*  
*Robert G. Williams, Voehringer Professor of Economics*  
*Carol M. Clark, Associate Professor*

Every individual must make economic decisions, and economic problems and policies have an extensive and continuing impact on our lives.

The economics program at Guilford College is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, providing a deeper understanding of the complex forces at work in society. Second, it provides rigorous training in analytical thinking and in problem solving, which is excellent preparation for postgraduate work in law, business or government. Third, it clarifies issues of human values and perspectives, addressing concerns that lie at the heart of every issue of public policy.

**Degrees Offered.** The Bachelor of Arts degree is offered in economics.

**Major Requirements.** Eight courses (32 credits) are required for a major in economics. They must include the two courses in Principles of Economics, one intermediate analysis course (either Microeconomic Analysis or Macroeconomic Analysis), one course in research methods, and four upper-level economics courses. Each student is encouraged to plan the major and related fields together, in consultation with the adviser. Students planning to go to graduate school or work in the field after graduation are strongly advised to take both Microeconomic Analysis and Macroeconomic Analysis. Recommended courses for a minor in economics are the two Principles courses plus two upper-level economics courses.

**221 Principles of Economics: Macroeconomics. 4.** The study of economics; supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth. Applied topics include: unemployment, inflation, interest rates, the Federal Reserve Board, productivity growth and others. May be taken independently of 222. Counts toward social science requirement.

**222 Principles of Economics: Microeconomics. 4.** The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other

market types; income distribution; the role of government in the economy. Applications to agriculture, energy, environment, poverty, discrimination, natural resources, taxes, regulation and other topics. May be taken independently of 221. Counts toward social science requirement.

**301 Research Methods. 4.** Theory and application of quantitative research methods used by economists: scientific method, selection of research design, data collection and sampling, data analysis and interpretation, ethical issues in research design. Prerequisite: Economics 221, 222 or consent of the instructor.

**321 Microeconomic Analysis. 4.** Analytical foundations of economic theory, theory of consumer behavior; theory of the firm, market structure, theory of distribution; general equilibrium and welfare economics. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

**322 Macroeconomic Analysis. 4.** Critical examination of competing theories of national income determination, the monetary system, inflation, unemployment and economic fluctuations. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

**335 Comparative Economic Systems. 4.** Historical analysis of the rise and decline of socialist type economies (the former U.S.S.R., Eastern Europe, China, etc.). Emphasis on particular countries may vary from year to year, but use of comparative method is stressed. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

**336 Economic and Social Development. 4.** Economic, political and social problems of Third World countries with emphasis on Latin America: human resource development (health, education, nutrition), population and economic growth, industrialization, urbanization and technological change, agriculture, employment, land use and distribution, income distribution and poverty, role of women, relations with industrialized countries through trade, aid, foreign investment, lending and debt. Policy focus recognizing the importance of cultural, social and historical differences between countries and the increasingly interrelated world economy. Prerequisite: Economics 221, 222 or consent of the instructor. Fulfills intercultural requirement.

**340 Workplace Democracy. 4.** Economic aspects of democratizing institutions, intra-firm incentives and the crisis of productivity, individual vs. collective decision-making, participation in organizational decision-making and in organizational awards, the relationship between workplace democracy and the economic system. Certain models will be investigated both conceptually and empirically. Quality circles, profit sharing, ESOPs, cooperative businesses.

**342 Economics of the Public Sector. 4.** Political and social economics: relationships among economic, political and sociocultural institutions; comparison of market and nonmarket economic processes. Public finance: public expenditures, including benefit-cost analysis; public revenues; intergovernmental fiscal relations. Selected public policy issues: defense, social programs (welfare, Medicare, Social Security), regulation. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

**344 Environmental and Resource Economics. 4.** Economic theory in relation to the optimal management of renewable and nonrenewable resources; economic, legal and policy aspects of current environmental and natural resource problems. Attention to the interaction of ecological and socioeconomic systems. Prerequisite: Economics 221, 222 or consent of the instructor.

**432 International Economics. 4.** Systematic approach to international economic relations; theory of international trade and finance; impact of national governments and multinational institutions on the movement of the international economy; and application of international economic theory to current problems of the world economic order. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

**441 Labor Economics. 4.** Alternative approaches to labor-market theory and policy: perfect competition, segmentation and dual labor-market hypotheses. Income distribution: wage and income structures, wage differences, human-capital theory. Unions and collective bargaining. Discrimination and poverty. Macroeconomics of the labor market: inflation and unemployment. Alternative workplace organization: traditional versus democratic management. Prerequisite: Economics 221, 222 or consent of the instructor.

**450 Special Topics. 4.** Recent offerings include both standard fields of economics (Economics of Latin America, Industrial Organization and Public Policy), interdisciplinary fields (Methods of Social Research, offered jointly with the sociology department; Economic History of Women, offered jointly with the history department), and other topics of interest to faculty (Contemporary Economic Thought, Democracy at Work, Women in the Economy). Prerequisites: to be announced. May also be offered at 250 level.

**460 Independent Study. 1-4.** Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper. Prerequisite: consent of the department.

**470 Senior Thesis. 1-4.** Research and writing of a professional paper. For students of exceptional motivation and ability. Prerequisite: consent of the department.

**490 Departmental Honors.**

## EDUCATION STUDIES

*Claire R. Helgeson, Assistant Professor, Chair*

*Kay Doost, Associate Professor*

*Deborah Roose, Associate Professor*

*Ronald S. Byrnes, Instructor of Education Studies*

The primary goal of the Education Studies Program is to develop educators who are grounded in the liberal arts, interdisciplinary studies and global awareness, are confident in themselves, and are models of inquisitive, thoughtful learning and practice. We seek to develop sound, holistic thinkers committed to and capable of constructive action in society. In addition to preparing teachers for professional roles in schools, the program requires students to understand education from

## EDUCATION STUDIES

a global perspective and to discover, by observation, practice, experimentation and research, how people best learn how schools and other education settings can be made most effective.

The faculty members of the Education Studies Department involve themselves and students in a collaboration of teaching, research and service at Guilford College and within the wider educational community. To that end, a variety of teaching/learning experiences is provided which incorporates practical application with theoretical discussion and exploration. The first and second year tutorials, in which there is one-to-one interchange between each student and an Education Studies faculty member, are unique and integral parts of the program.

The three major curricular components of the program are:

- 1) a strong interdisciplinary liberal arts core required of all students;
- 2) a double major (an Education Studies major and a major in another academic department); and
- 3) a cross-cultural studies component. This third component requires a cross-cultural experience with an education internship (in most cases a semester abroad).

There are three major certification tracks in the Education Studies Major.

- 1) Elementary (Kindergarten-6);
- 2) Secondary (Grades 9-12). Areas of certification include English and social studies;
- 3) Special Areas (Kindergarten-12). Areas of certification include physical education, French and Spanish.

**Degrees Offered.** The Bachelor of Arts degree is offered in education studies.

**Major Requirements.** Because Education Studies requires a double major, a variety of field experiences, and in most cases an experience abroad, participation in the program commences in the first year. Completion of the program will customarily take four and a half or five years. People who elect to major in Education Studies begin in their first year; however, formal acceptance into the program occurs during the sophomore year and is dependent upon a 2.50 grade point average, recommendations and other pertinent criteria (refer to the *Education Studies Program Handbook*, which includes Policies and Procedures for Teacher Education, Student Teaching and Certification). In addition, each student will be required to pass the General Knowledge Communications Skills Core Battery Tests of the National Teacher Examination prior to formal admission to the program. Formal admission to the program is necessary for enrollment in advanced Education Studies courses. Enrollment in the college does not guarantee acceptance into the program.

Required courses for all Education Studies majors are: Developmental Psychology; the two tutorial courses (Education Inquiry and Learning and Teaching); Contemporary/Historical Issues; Field Studies in Cross-cultural Education; Student Teaching; and Student Teaching Seminar.

Additional required courses for Secondary Majors: Seminar in the Processes of Secondary Teaching (includes intern-

ship), choice of two of the following: Education IDS 401 (interdisciplinary course), Introduction to Philosophy (with an education emphasis), an Intercultural Education course, and a Sociology/Anthropology course (Principles, Problems or Cultural Anthropology).

Additional required courses for Elementary Majors: Math for Elementary School Teachers, U.S. History, an intercultural education course, Seminar in Processes of Elementary Teaching (includes internship), and a Sociology/Anthropology course: Principles, Problems or Cultural Anthropology.

Physical Education, French and Spanish (K-12): Individual advisement is required.

**\*201 Education Inquiry: First Tutorial.** 4. Discovery of the questions and issues which concern educators, research into how these questions and issues have been and are being approached by others, and search for one's own approaches and solutions. Focuses on the self, the wider educational community and the library as spheres of inquiry. Large group, small groups and tutorial formats are used.

**\*202 Learning and Teaching: Second Tutorial.** 4. Introduction to different methodologies of teaching through analysis of instruction in Guilford classes, interaction with faculty from various departments about educational philosophies, learning theories, methodologies and field work within the college and in the wider community. This information will then be analyzed through various theories of knowledge using large and small group discussions and tutorials.

*\*The tutorial format used in these first two courses involves one-on-one (student-instructor) presentations of a prepared paper by the student and the ensuing discussions; goal setting; and analysis of the teaching/learning experiences of each tutorial occasion.*

**203 Contemporary/Historical Issues in Education.** 4. Analysis of contemporary, social, cultural and pedagogical issues in education placed in an historical perspective in the context of Western civilization.

**250 Special Topics in Education.** 4. Recent topics have included Education and the Religious Quest for Meaning and Educational Psychology.

**260 Independent Study and Research.** 1-4. Examples of possible topics include early childhood daycare, linguistics, education of a specific country, and learning disabilities.

**301 Field Study in Cross-Cultural Education.** 4. Usually taken during the abroad experience. Examination of the educational system in the country in which students are studying through readings, interviews and an internship. Direct involvement in and reflection upon a different culture and ideas of what education is.

**310 Seminar in the Processes of Elementary Teaching.** 16. Study of elementary school curricula, theories of curriculum design, developmentally appropriate teaching methodologies and educational materials. The students will meet in classes on campus three days a week and will work two days each week in an elementary school classroom observing, planning and teaching.

**312 Seminar in the Processes of Secondary Teaching. 4.** Observation and teaching in a secondary classroom as part of an exploration of materials and methods used in secondary teaching.

**360 Seminar in Teaching. 1.** Beginning exploration of a variety of teaching situations; teaching strategies and individual research related to on-campus and off-campus experiences discussed in seminars and individual conferences. Pass/fail grading.

**391 Early Childhood Education. 4.** Philosophies and principles, teaching strategies, materials and methods for personalizing instruction in a child-centered, developmentally appropriate environment; focus on the child from infancy through age eight. Counts toward social science requirement.

**410 Elementary Student Teaching Seminar. 4.** Integrated with student teaching (Ed 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for elementary level.

**420 Secondary Student Teaching Seminar. 4.** Integrated with student teaching (Ed 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for secondary school level.

**440 Student Teaching. 12.** Observation and directed teaching in area of certification, supervised by the school's cooperating teacher and college personnel. Prerequisites: senior standing and completion of major courses. Pass/fail grading.

Application for student teaching must be made by March 1, preceding the year in which the student expects to do student teaching. Acceptance into student teaching is based on a continuous 2.50 overall college grade point average and support from both major departments. Student teachers may not take additional credits, participate in a varsity sport in season or work part-time. Initial certification is contingent upon successfully completing both majors, the student teaching program, and professional and specialty areas of the National Teacher Examination.

**450 Special Topics. 4.** Possible topics include Communication Skills in Deaf Education and Conflict Resolution with Children.

**460 Independent Study and Research. 1-4.** Recent topics have included second language acquisition and language teaching and research in education.

**470 Senior Thesis. 4.**

**490 Departmental Honors.** Credit to be determined.

## ENGLISH

*Richard M. Morton, Professor, Chair*  
*Elizabeth B. Keiser, Dana Professor of English*  
*Rudolph S. Behar, Professor*  
*James B. Gutsell, Professor*  
*Jeffrey M. Jeske, Associate Professor*  
*Lee M. Johnson, Associate Professor*  
*Carolyn Beard Whitlow, Associate Professor*  
*Rebecca G. Gibson, Assistant Professor*  
*Michael Strickland, Assistant Professor*

The English major at Guilford College is primarily a major in the

literatures of the English-speaking world, with an emphasis on British and American writers. An excellent major for any student seeking a broad liberal arts education, the English major involves study of that form of art through which humankind has constantly struggled to express most fully the central concerns of the human condition as understood in each age. With its emphasis on developing students' abilities to express their perceptions and analyses in dialogue and writing, the English major offers excellent preparation for work in a variety of professions.

Analytical and writing skills developed in the study of literature are precisely those required of lawyers and business executives. Students considering careers in business or law might choose to major in English and develop enhanced personal concentrations for minors, focusing on specific skills such as accounting, management and computers or logic, history and political science.

Students desiring careers in journalism, technical writing, television or advertising would do well to major in English and minor in the communications concentration, or construct personal concentrations through writing courses, internships and independent study.

Students planning careers in secondary education are required to double major in education studies and English. For those not desiring a double major, an A.B. in English followed by an M.A. in teaching is a good alternative. The department offers a developmental support program for prospective teachers of English through an adviser who will assist them in all aspects of their program. In fact, students will work with advisers from both departments to be certain that all requirements are satisfied.

**Degrees Offered.** The Bachelor of Arts degree is offered in English.

**Major Requirements.** The English major requires a minimum of nine courses. One course of this minimum must be English 220 taken during the sophomore year. Majors may choose to take the remaining minimum eight courses in studies of British and American literature or may exercise the option of taking two of them for the elective credit which is earned in the writing courses, the courses based on literature in translation, or other courses approved by the department. Courses taken to fulfill the literature complement of the requirement must be evenly divided in number between works of earlier and later periods. For the courses in British literature, this dividing point is 1798; for those taken in the American, it is 1865. Beyond the course requirements, and for one-hour credit, seniors undertake a capstone experience designed to be mutually evaluative of themselves and the department. Joint and double majors are encouraged.

Outstanding students are encouraged to work for departmental honors. The Leora Sherrill O'Callaghan Scholarship is given annually to a rising senior who has excelled in English. For further details of all programs, see both individual course descriptions and the department's advising guidelines, available from any department member or the secretary.

In addition to courses listed, members of the department regularly offer a variety and range of subjects under the 450 designation. Examples over recent semesters are courses in



the literary essay, psycholinguistics and women poets.

Except where the course descriptions so indicate, course numbers do not imply levels of difficulty.

Required courses are offered at least annually. Other courses are generally offered in alternate years.

**100 English as a Foreign Language. 4.** A course designed for non-native speakers entering the college who need preparatory work before entering English 110.

**110 Fundamentals of College Writing. 4.** Practice in writing paragraphs and short papers through analysis of sentence structure and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions.

**150 Composition and Literature I. 4.** Discussion of and practice in composition with analysis of related readings. Texts and specific approach to writing indicated in instructors' course descriptions available at registration. Normally required fall semester of first year. Counts toward English requirement.

**151 Composition and Literature II. 4.** Discussion of and practice in composition at a more advanced level based on readings in major literary works. Special sections for honors and for transfer students. Normally required spring semester of first year. Counts toward English requirement.

**211 Poetry Workshop. 4.** In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation. Fulfills creative arts requirement.

**212 Fiction Workshop. 4.** In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation. Fulfills creative arts requirement.

**213 Journalism I. 4.** A workshop introduction to journalistic writing. Covers criteria that determine the value of news, changing standards, importance of focus, importance of accuracy, elements of good writing, standardized style, structure of straight news stories, feature writing, interviewing techniques, handling quotations, appraising information, the structure of a newspaper and related matters.

**214 Journalism II. 4.** Continues concerns of Journalism I and extends to covering a beat, developing sources, media law, freedom of information law, public meeting law, journalistic ethics, conducting effective polls and surveys, methods of conducting interviews and putting questions, and related matters. Assignments include covering meetings of town and county agencies. Prerequisite: Journalism I or equivalent experience and permission of instructor.

**216 Academic Writing. 4.** An interdisciplinary writing course with a humanities-based approach designed for students who desire to enhance their writing skills and particularly their mastery of the conventions of writing in the academy. Students will explore the principles of classical and modern rhetoric and examine their relationship to contemporary writing in the disciplines and in modern literature. Special attention will be

given to scholarly research techniques in a style appropriate to each student's discipline. Prerequisites: English 150 and 151.

**220 Poetry: An Introduction. 4.** Focus on analysis of poetry with attention to both formal and interpretative issues. More broadly, an introduction to working with literary texts and writing analytical papers. Required of beginning majors and recommended to prospective majors.

**221 British Literature I. 4.** Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18th century. Counts toward humanities requirement. Required of all beginning majors and recommended to prospective majors.

**222 British Literature II. 4.** Intensive study of major literary figures and changing forms from the Romantic period to the present. Counts toward the humanities requirement.

**225 American Literature Survey I. 4.** The American mind in literature from the Puritans to the Civil War. Counts toward humanities requirement.

**226 American Literature Survey II. 4.** American literary tradition from the Civil War to the present. Counts toward humanities requirement.

**241 Development of the Novel I. 4.** A study of the origins of the novel in the 18th century and its shaping as a new genre in the hands of such masters as Richardson, Defoe, Fielding, Sterne, Smollett and Austen. Counts toward the humanities requirement.

**242 Development of the Novel II. 4.** A study of the transition from the Victorian novel to the experimental novel of the early 20th century in such masters as Flaubert, James, Woolf and Faulkner. Counts toward the humanities requirement.

**255 The Russian Novel. 4.** Readings in the great novelists of the thaw: Gogol, Turgenev, Dostoevsky, Tolstoy and others. Counts toward humanities requirement.

**281 Early Shakespeare (Theatre Studies 281). 4.** Concentrates on Shakespearean drama through Hamlet. Counts toward humanities requirement.

**282 Late Shakespeare (Theatre Studies 282). 4.** Covers later tragedies and comedies, as well as romances. Counts toward humanities requirement.

**300 Modern Poetry. 4.** Significant 20th century poetry in British and American literature; including forms, techniques and themes; addresses poets such as Pound, Eliot and Williams. Counts toward humanities requirement.

**301 Modern Fiction. 4.** Significant 20th-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to interests of students and instructor. Counts toward humanities requirement.

**302 Contemporary Fiction. 4.** Study of developments in the novel, mainly since 1970. International in scope, including North and South America, the Caribbean, Africa and Japan. Some works in translation. Counts toward humanities requirement.

**303 American Writing Across the 20th Century. 4.** Significant American works and writers treated individually or given the



context of particular decades. Counts toward humanities requirement.

**305 American Romanticism. 4.** Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman. Counts toward humanities requirement.

**307 British Romantic Literature. 4.** Romanticism, its development, intellectual concerns and literary forms, as seen in the writings of authors such as Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Counts as British Romance for the major. Counts toward humanities requirement.

**308 Modern Drama (Theatre Studies 308). 4.**

**310 Victorian Literature. 4.** Questions, doubts and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rossetti, Dickens, Eliot, Thackeray and Hardy. Counts toward the humanities requirement.

**313 African-American Literature. 4.** Literary study focusing on major figures of the 19th and 20th centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker and Morrison. Counts toward humanities requirement.

**314 Milton and His Age. 4.** Major poetry and prose of John Milton and works of some of his contemporaries, considered in relationships to the history and thought of the 17th century. Counts toward humanities requirement.

**315 Later American Literature. 4.** This course allows for a variety of semester-length, in-depth treatments of American writing and literary movements emergent in our national life during the decades extending from Appomattox to Versailles. Counts toward humanities requirement.

**317 Advanced Expository Writing. 4.** Intensive writing and revision workshop for students eager to polish their style, increase their fluency, sharpen their editing, and receive detailed critiques of their non-fiction prose. Includes study of prose analysis, stylistics, elements of formal rhetoric.

**319 Seventeenth Century Literature and Visual Art. 4.** Includes an initial study of the visual arts that are stylistically linked to the literature of the early 17th century. One comparative arts text will be read before approaching the major reading, which includes plays by Shakespeare and Webster, the essays of Montaigne, the poetry of Donne, Marvell and Herbert, and selections from the prose of Taylor and Burton. Counts toward humanities requirement.

**321 Comparative Arts I (General Studies 321). 4.** Focuses on the nuclear materials of painting, literature and music; their effect on the mode of existence of the various arts and on complete art works; and the validity of analogies between the arts. Fulfills creative arts requirement.

**322 Comparative Arts II (General Studies 322). 4.** The problem of order and spontaneity in art and the relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe. Fulfills creative arts requirement.

**330 The Eighteenth Century. 4.** A survey of 18th century literature from the neoclassicism of Dryden and Pope to Blake's romantic and revolutionary poetry which explodes the

Augustan ideal; includes essays, letters, poetry, novels, plays of representative writers such as Johnson, Fielding, Sheridan, Goldsmith, Gray, Walpole and Beckford. Counts toward humanities requirement.

**360 Early Renaissance Literature. 4.** Major themes and forms of Renaissance prose, poetry and drama up to 1600, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe and others. Counts toward humanities requirement.

**370 Chaucer and His Age. 4.** The Canterbury Tales, selections from Chaucer's other works and additional writings of the late Middle Ages. Counts toward humanities requirement.

**450 Special Topics. 4.** May also be offered at 250 level. Possible topics include: Literature of War; Dream, Vision and Romance; Women in American Literature; Black Women Writers.

**460 Independent Study. 1-4.** Work may apply toward departmental honors if prior arrangement is made by student. May also be offered at 260 level.

**470 Senior Thesis. Credit variable.** Work may apply toward departmental honors if prior arrangement is made by student.

## FOREIGN LANGUAGES

*Dean de la Motte, Assistant Professor of French, Chair*  
*Maritza B. Almeida, Professor of Spanish*  
*Claude T. Mourot-Burris, Professor of French*  
*Sylvia Trelles, Associate Professor of Spanish*  
*David J. Limburg, Assistant Professor of German*  
*David Phillips, Assistant Professor of Japanese*

Guilford College's Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in French, German, Japanese, Latin and Spanish. Full college credit is awarded for all beginning language courses.

Entering students are required to take a placement test to determine their level in a previously studied language. Students who place in 101 and students who wish to begin the study of a new language must take both the 101 and 102 courses to meet the foreign language requirement. Students in French and Spanish who place above 101 must go directly to 110. Students in German, Japanese or Latin who place above 101 must go to 102. Completion of 110 also satisfies the foreign language requirement. Students who place above the 102 or 110 level may, of course, take courses of a higher level, although the foreign language requirement will have been met. Intermediate (210) – or equivalent experience – is a normal prerequisite to higher-numbered courses.

**Degrees Offered.** The Bachelor of Arts degree is offered in French, German and Spanish.

**Major Requirements.** The department offers majors in French, German and Spanish. A major consists of eight courses (32 credits) numbered above 110 and must include two 400–level courses or one 400–level course plus a senior thesis (470 Senior Thesis or 490 Departmental Honors) on a topic approved by the department. Students planning to attend graduate school are urged to choose the second option. French and Spanish courses in translation do not count toward the major.

## FOREIGN LANGUAGE

Double majors in French or Spanish and Education Studies, as well as K-12 certification in these languages are also offered. Students pursuing these double majors have the same requirements within the department of Foreign Languages as do other majors with the exception that Education 440 (Student Teaching) may count as one of the two required 400-level courses. The option of doing a senior thesis is not advisable for this double major. Certification in German may be offered in the future. Students interested in pursuing a teaching career in German may do so by completing the requirements for a German major at Guilford College and then acquiring certification at a graduate institution.

**Course Prerequisites:** Except for courses in translation, a student is required to complete a 200-level course, its equivalent, or to obtain permission from the instructor before enrolling in a 300-level course. Further, students must complete at least one 300-level course before taking one at the 400 level.

Spanish majors must take at least one course from the Spanish peninsular area and one from Latin America. All majors must meet proficiency requirements.

All majors are strongly encouraged to study abroad with an appropriate Guilford program before graduating. Guilford College currently offers semester programs in Beijing, Brunnenburg, Guadalajara, London, Munich and Paris, and a year-long program in Japan, for which the appropriate language is recommended.

Foreign language majors should choose a related field in order to consolidate and complement their major field of study or to enhance career opportunities. Majors in many other disciplines will find a minor in a foreign language—four courses (16 credits) at Intermediate (210) level and above – of immense value in the pursuit of a career.

### French

**101 Introductory French I. 4.** Introduction to understanding, speaking, reading and writing French. Laboratory required.

**102 Introductory French II. 4.** Continuation of 101. Four language skills and selected readings. Prerequisite: French 101. Fulfills foreign language requirement. -

**110 Basic French. 4.** Grammar review, selected readings and conversation with emphasis on pronunciation. Laboratory required. Prerequisite: placement. Fulfills foreign language requirement.

**210 Intermediate French. 4.** Selected readings in French and further development of conversational skill. Laboratory required.

**241 Intermediate Composition. 4.** Study and discussion of composition and grammar with analysis of diverse related readings. Required of all majors.

**242 Intermediate Conversation. 4.** Daily practice in conversation on diverse topics.

**311-312 Survey of French Literature I, II. 4, 4.** Survey of the major French writers from the Middle Ages to the present. Either course counts toward humanities requirement. Prerequisite: French 210 or permission of the instructor.

**321 French Civilization. 4.** Studies in the background of French life and culture; outstanding contributions of France to world civilization. Prerequisite: French 210 or permission

of the instructor.

**401 French Poetry. 4.** Historical and critical study of major texts of French poetry from the Middle Ages to the present. Counts toward humanities requirement.

**402 French Theater and Cinema. 4.** Historical and critical study of major works in French theater from the emergence of the mystery in the Middle Ages to the contemporary scene. Introduction to representative works of French cinema. Counts toward humanities requirement.

**403 French Novel and Short Story. 4.** Historical and critical study of major prose fiction from the 17th century to Beckett and beyond. Counts toward humanities requirement.

**404 French Women Writers. 4.** Historical and critical study of major French women writers from the Middle Ages to the present. Counts toward humanities requirement.

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

**470 Senior Thesis. 4-8.** In-depth original research on one specific topic in field of language, literature or culture. Must be written in target language except by permission of thesis adviser.

### 490 Departmental Honors.

### German

Students choose either the literature or the German culture track. In combination with the culture track, it is highly recommended that students have a second major or a strong minor. While the literature track requires eight German courses above 102, the culture track consists of five German courses above 102 and three German-related courses from outside the department.

**101 Introductory German I. 4.** Introduction to understanding, speaking, reading and writing German. Laboratory required.

**102 Introductory German II. 4.** Continuation of 101. Laboratory required. Prerequisite: German 101 or placement. Fulfills foreign language requirement.

**201 Intermediate Conversation. 4.** Daily practice in conversation on diverse topics.

**202 Intermediate German. 4.** Review of German grammar. Readings in modern German prose. Practice in writing short essays. Class conducted in German. Laboratory required. Prerequisite: German 102 or placement.

**301 Intermediate Composition. 4.** Discussion of and practice in composition with analysis of diverse related readings. Required of all majors.

**302 Contemporary German Culture. 4.** Introduction to the culture, history and society of Germany since the end of World War II. Major issues covered include the restructuring of Germany by the Allies after WWII, the German constitution, the Berlin Wall, everyday life in East and West Germany, the media, German art and design, European terrorism, the opening of the Wall and the problems faced by united Germany. Course draws on a wide variety of texts: short stories, films, television productions, newspaper reports, legal documents and historical accounts. Alternates with 301.

**321 Modern German Civilization. 4.** A study of the intellectual history of modern Germany from 1750 to the present. Authors read include Goethe, Buechner, Marx, Fontane, Hesse, Remarque, Kafka and Böll. Course taught in English, but German majors are required to do some of the readings in German. Frequent slide and film presentations. Counts toward humanities requirement.

**401-402 Survey of German Literature I, II. 4, 4.** Part I covers German literature from 1600 to 1850; part II from 1850 to the present. Either course counts toward humanities requirement. Alternate years.

**440 German Literary Movement. 4.** Deals with major literary movements such as Baroque, Enlightenment, Storm and Stress, Classicism-Romanticism, Realism-Naturalism, and Expressionism. May be repeated.

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

**470 Senior Thesis. 4-8.** In-depth original research on one specific topic in field of language, literature or culture. Must be written in target language except by permission of thesis adviser.

## Japanese

Although there is no major available in Japanese, students are encouraged to take courses related to Japan and East Asia. A concentration in Japanese studies is available through Inter-cultural Studies. Advanced language study in Japanese can be pursued by placement and enrollment in Japanese 460.

**101 Introductory Japanese I. 4.** An introductory course in the Japanese language. Audiovisual media, role playing, and small group and pair practice will be emphasized in teaching conversational skills. Reading and writing skills are taught in the companion class, Japanese 103.

**102 Introductory Japanese II. 4.** Continuation of Japanese 101. Emphasis on developing conversational skills at the advanced beginning level. Reading and writing skills are taught in the companion class, Japanese 104. Prerequisite: Japanese 101. Fulfills foreign language requirement.

**150 Japanese Conversation and Culture. 4.** This course provides an introduction to conversational Japanese, and to Japanese cultural and social values. Using films, documentaries, and readings from literature and newspapers as source material, the course examines the interrelationship between culture and language, and focuses on themes of modern culture. No prerequisites.

**201 Intermediate Japanese I. 4.** Advanced grammar study, conversation practice and increased emphasis on reading and writing. Prerequisite: Japanese 102 and 104 or permission of instructor.

**202 Intermediate Japanese II. 4.** Continuation of Japanese 201.

**251 Cultural Themes in Japanese Literature. 4.** An introduction to Japanese culture – literary arts, drama, religion, aesthetics, tea ceremony, art and architecture – through lectures, discussions and readings in Japanese literature and the arts. Includes a survey of culture of the 10th to 19th centuries. Counts toward intercultural requirement. Course taught in English.

**252 Contemporary Japanese Society. 4.** This course examines modern Japanese social and cultural values, with an emphasis on interpretation through contemporary literature and film. Themes to be explored will include cultural heroes and anti-heroes, the modern woman, the artist, bureaucracy and the individual, and the conflicts between traditional and contemporary values. Counts toward intercultural requirement. Course taught in English.

**450 Special Topics. 4.** May also be offered at 250 level.

## Spanish

**101 Introductory Spanish I. 4.** Introductory course in Spanish with emphasis on oral and aural skills; reading and writing introduced, employing cultural materials. Laboratory required.

**102 Introductory Spanish II. 4.** Continuation of 101. Four language skills and selected readings. Prerequisite: Spanish 101. Fulfills foreign language requirement.

**110 Basic Spanish. 4.** Grammar review, selected readings and development of oral and aural skills. Laboratory required. Prerequisite: placement. Fulfills foreign language requirement.

**210 Intermediate Spanish. 4.** Selected readings in Spanish; further development of speaking skills. Laboratory required.

**241 Intermediate Composition. 4.** Study and discussion of composition and grammar with analysis of diverse related readings. Required of all majors.

**242 Intermediate Conversation. 4.** Daily practice in conversation on diverse topics.

**312 Milestones in Latin American Literature. 4.** A study of selected works by representative poets, short story writers, essayists and dramatists of Latin America. Among the authors to be read are Nobel prize winners Gabriela Mistral, Miguel Angel Asturias, Pablo Neruda, Gabriel Garcia Marquez and Octavio Paz. Fulfills humanities or intercultural requirement. Prerequisite: Spanish 210 or permission of instructor. Alternate years.

**314 Milestones in the Literature of Spain. 4.** Study of selected works from the Middle Ages to 1800 as part of major literary and cultural movements. Fulfills humanities requirement. Prerequisite: Spanish 210 or permission of instructor. Alternate years.

**321 Spanish Civilization. 4.** Studies in Spanish cultural history and contemporary society. Conducted in Spanish. Prerequisite: Spanish 210 or permission of instructor. Alternate years.

**322 Latin American Civilization. 4.** Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish. Fulfills intercultural requirement. Prerequisite: Spanish 210 or permission of instructor. Alternate years.

**342 Latin American Literature in Translation. 4.** Study of the development and evolution of various themes, for instance, the cacique, the dictator, the revolutionary, etc., as they appear in the literary works of selective Latin American writers. Includes the impact and acceptance that such themes have experienced in Latin American culture. Fulfills humanities or intercultural requirement. Alternate years.

**412 Latin American Poetry and Short Story. 4.** Study and analysis of various movements and tendencies in Latin American poetry and short stories, highlighting major authors and their representative works. Fulfills humanities or intercultural requirement. Prerequisite: minimum of one 300-level course or permission of instructor. Alternate years.

**414 Literature of Spain: Nineteenth and Twentieth Centuries. 4.** Study of various literary and cultural movements in both centuries through the analysis of representative works of prose, poetry, essay and drama. Fulfills humanities requirement. Prerequisite: minimum of one 300-level course or permission of instructor. Alternate years.

**422 Latin American Theater. 4.** Historical and critical review of the development of the theater from pre-Columbian time to the present. Emphasis will be placed on major dramatists and their works. Counts toward humanities or intercultural requirement. Alternate years.

**424 Prose Fiction of Spain. 4.** Study of the development of prose fiction in Spain through the analysis of major works. Seminar format. Fulfills humanities requirement. Prerequisite: minimum of one 300-level course or permission of instructor. Alternate years.

**432 Women Writers of Latin America. 4.** Historical and critical study of major Latin American women writers. Fulfills humanities or intercultural requirement. Prerequisite: minimum of one 300-level course or permission of instructor. Alternate years.

**434 Women Writers of Spain. 4.** Historical and critical writers of Spain. Fulfills humanities requirement. Prerequisite: minimum of one 300-level course or permission of instructor. Alternate years.

**446 The Spanish American Novel. 4.** Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Counts toward humanities or intercultural requirement. Alternate years.

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

**470 Senior Thesis. 4-8.** In-depth research on one specific topic in field of language, literature or culture. Must be written in target language except by permission of thesis adviser.

**490 Departmental Honors.**

## GENERAL STUDIES

Although general studies is not a department of the college, the heading is used to describe all courses which fall outside the traditional departments. Examples of recent courses include:

**100 Public Speaking. 4.** Techniques for effective communication in the public context. Strategies for the organization of ideas as well as the development of the speaker's vocal and physical presence. Problems of research, composition and style.

**101 Adults in Transition. 4.** For men and women who have been away from an academic environment for several years. The central focus of the course is to come to terms with

problems as well as prospects involved in life changes. Reading autobiographies and writing autobiographical essays – close examination of phases of our lives and the lives of others – are a major means of working with these adult transitions. The course also includes the teaching of academic skills as needed and journaling. Fulfills FYS 101, Eng 110, or one of the two humanities requirements. For CCE students only.

**120 Learning Strategies. 1.** This course will focus on GPA management, time management, learning style inventories, evaluation of learning skills and reading skills, staging the writing process, editing and proofreading skills, effective and efficient ways to memorize, ways to organize materials and ideas, taking notes, studying for tests, taking tests, and taking responsibility for one's own education. Ideally, the course also will include some individualized work, based both on the results of diagnostic inventories and on student choices.

**150 Introduction to Health Professions. 2.** For the student who has an interest in pursuing a career in health service. Explores the attitude and aptitude required of today's health professional and the type of preparation needed. Information on the wide range of health fields is presented, including entry requirements, admission tests, financial considerations and application procedures. Pass/fail grading.

**200 Library Research Skills. 1.** Basic research strategy to help students secure information they need in an academic library. The course teaches students how to locate and use material in books, professional journals, magazines and newspapers; to use microform and microform equipment; to utilize resources in the reference room, to write footnotes and bibliographies; and to operate audio-visual equipment. Pass/fail grading.

**225-226 Medieval People I, II. 1, 1.** This course meets six times each semester at the home of Mel and Elizabeth Keiser. It is intended to provide a meeting of those interested in Medieval Studies in general, or in the Medieval Studies Concentration specifically. Various topics, usually featuring important Medieval people, are discussed by a number of different faculty members and others.

**321 Comparative Arts I (English 321). 4.** Fulfills creative arts.

**322 Comparative Arts II (English 322). 4.** Fulfills creative arts.

**450 Special Topics.** May also be offered at the 250 level.

## GEOLOGY AND EARTH SCIENCES

*Marlene L. McCauley, Assistant Professor, Chair*  
*Charles C. Almy, Jr., Professor*  
*Cyril H. Harvey, Professor*

Geology, the study of the earth, is a firsthand experience at Guilford College. The program is centered around a core of courses which establish a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, art, environmental science, creative writing, law, resource management and geography. Such goals can be realized by working in programs now available at Guilford or accessible through consortium arrangements with other colleges and universities in Greensboro.

**Degrees Offered.** Two degrees are available. The Bachelor of Science focuses on geology as a professional discipline and is oriented toward graduate study; the Bachelor of Arts degree permits greater freedom in choosing a broad range of introductory science courses for those interested in earth science teaching, museum science, writing in the natural sciences or professional careers in other fields such as law, business or environmental studies.

**Major Requirements.** Requirements for the major include the completion of an introductory course sequence, a core of upper-level courses in geology and a selection of additional courses from those specified by the department. Course work in the related fields of chemistry, mathematics, physics and biology is also required.

Physical Geology and Historical Geology are normally taken as an introduction to the geology major. Additionally, courses in the major required for both degrees are Mineralogy, Introductory Petrology, Structural Geology and Paleontology.

For the Bachelor of Science, additional courses must be taken as follows:

- 1) two additional courses selected from those approved by the department for this degree;
- 2) a summer field camp (typically a 6-credit, six-week course), taken at a recognized institution, normally upon completion of Introductory Petrology and Structural Geology;
- 3) the related field requirements for this degree which are one year of introductory chemistry, one year of calculus (calculus-based statistics may be substituted for the second semester of calculus), and one year of introductory physics.

For the Bachelor of Arts, additional courses include the following:

- 1) two lab science courses approved by the department and
- 2) the related field requirements which are one year of General Chemistry, Elementary Functions, Elementary Statistics, General Physics I, and either General Physics II or a lab course in biology (such as Field Botany) approved by the department.

The Senior Thesis (Geology 470 or 490) is recommended for students interested in independent research with one or more of the faculty, and the thesis is accepted as one of the departmental electives. The work involved must be original, and the final thesis is subjected to rigorous review and oral presentations before acceptance. The Senior Thesis with Honors (Geology 490) is required of those who wish to graduate with departmental honors. Both senior thesis courses are open to candidates for either degree.

Substitution of courses in either of the programs is permitted only if the course requested is at an equivalent level and meets a specific need in the student's program. The department supports double and joint majors. The summer course Seminar West is strongly recommended for both B.S. and A.B. degree candidates. A track under either degree program has been established in geology for students interested in the environmental sciences. A degree track has also been established for students interested in geophysics.

Field courses such as Seminar West and off-campus seminars in geology in Puerto Rico and the North Carolina mountains or coast involve a great deal of camping, hiking and geologic field experience at several levels of scientific sophistication. The geologic development of each of these areas is studied; and the history, geography, anthropology and environmental impact of humans upon the region also are considered.

**105 Introduction to Computer Programming. 4.** Introduction to computers and their use in scientific work. Emphasis on programming in the VAX BASIC language. May be taken as preparation for the computer concentration competency exam. Fulfills nonlaboratory science requirement.

**111 Physical Geography. 4.** Patterns in the natural system, especially spatial ones: location of man on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of man and the natural resources on which men are dependent. Fulfills nonlaboratory science requirement. Offered on demand.

**121 Physical Geology. 4.** Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, plate tectonics, erosion and weathering, rocks and minerals, mapping; consideration of the earth as a physico-chemical system and man's part in that system. Fulfills laboratory science requirement.

**122 Historical Geology. 4.** Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America – both life and lands. Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker Quadrangle. Fulfills laboratory science requirement.

**131 Environmental Geology. 4.** Mountain building and plate tectonics, volcanoes and earthquakes. Landslides, avalanches, ground subsidence. Coastal problems, floods, erosion and sedimentation problems. Water supply and groundwater pollution. Waste disposal: sewage, solid waste hazardous waste and radioactive waste. Land-use planning and the need for environmental education and legislation. Fulfills nonlaboratory science requirement.

**141 Marine Geology. 4.** Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics. Waves and tides, seawater chemistry, climate and the ocean's interaction with the atmosphere. Coastal features: barrier islands, reefs, beaches, submarine canyons, continental shelves. Ocean energy and mineral resources. Coastal field trip included. Fulfills nonlaboratory science requirement.

**160 Gems and Minerals. 4.** Introduction to minerals and gemstones. Includes basic crystallography and crystal chemistry; physical and optical properties of minerals. Formation, occurrence and location of gems; synthetic gemstones; consumer aspects. Informal, hands-on sessions and field trips to mineral collecting localities and the Smithsonian are included. Fulfills nonlaboratory science requirement.

**170 Life in the Past. 4.** An introduction for non-science majors to the fossil record, and the contributions that fossils have made to our understanding of the history of life on earth.

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Topics covered will include the use of fossils in the measurement of geologic time, the reconstruction of the earth's ancient environments and ecological systems, and the consideration of biological evolution. There are no prerequisites for this course. Fulfills the non-laboratory science requirement.

**180 Energy and Natural Resources. 4.** Analysis of problems posed by interaction of conventional economic growth with limited natural resources; evaluation of potential contribution of various alternative energy sources to the national and world energy budget; review of distribution and abundance of mineral resources. Fulfills nonlaboratory science requirement.

**211 Mineralogy. 4.** Crystallography, mineralogy, crystal chemistry. Optical mineralogy and introduction to the petrographic microscope. Rock forming minerals, mineral formation and associations, mineral identification in hand specimen and with petrographic microscope. Prerequisite: Chemistry 111 or concurrent registration.

**212 Introductory Petrology. 4.** Study of igneous, metamorphic and sedimentary rocks. Principles of classification, occurrence, tectonic environments, and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification and interpretation of textures and mineralogy in hand sample and in thin section. Prerequisite: Geology 211.

**223 Hydrology. 4.** Precipitation, interception and runoff measurements and analysis; stream flow and features, stream flow monitoring and data analysis; floodplain mapping; water supply analysis; groundwater geology and flow, groundwater prospecting; well design and analysis; water supply and water quality problems. Prerequisite: Geology 121 or permission of instructor, and an understanding of algebra and trigonometry. Alternate years.

**235 Crust of the Earth. 4.** An historical approach to the development of plate tectonic theory. Includes such topics as isostasy, continental drift, polar wandering, magnetic reversals, paleomagnetism, mountain building, causes of earthquakes and volcanoes and the evolution of continents and ocean basins. Fulfills the nonlaboratory science requirement. Alternate years.

**240 Seminar West. 4.** Five-week summer course, including four weeks of camping and hiking, to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on man—history, prehistory, environment, literature and art. Trips alternate between the Southwest (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Fulfills laboratory science requirement. Alternate years.

**241 Off-Campus Seminars in Geology. 1.** Five- to 10-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Normally pass/fail grading.

**242 Natural Science Seminars. 4.** Studies of the geology, ecology and natural history of different field areas, including North Carolina, Puerto Rico and Cumberland Island National Seashore in Georgia. Includes a week-long trip to the field area during fall or spring break as the laboratory portion of the course, during which students will conduct research projects.

Areas of research depend on the field area to be studied and have included coastal processes and coastal habitats, rain forests and reefs, volcanic areas, and metamorphism and tectonics. May be repeated with different content. Fulfills laboratory science requirement. Generally in alternate years.

**312 Igneous and Metamorphic Petrology. 4.** Advanced study of igneous and metamorphic rocks. Emphasis on processes of formation, tectonic environments and geochemical aspects of analysis and interpretation. Includes magma formation, differentiation and emplacement, thermodynamics and phase diagrams for igneous systems, field occurrences of plutonic and volcanic rocks. Metamorphic facies and grades, metamorphic reactions, thermodynamics and phase diagrams for metamorphic systems, protoliths and metamorphic reactions. Labs emphasize study of rocks in thin section. Prerequisite: Geology 212. Alternate years.

**335 Structural Geology. 4.** Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons and the structural features found in igneous, metamorphic and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Prerequisites: two laboratory courses in geology, competence in trigonometry (or Mathematics 115) or consent of the instructor.

**336 Geomorphology. 4.** Study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development and theories of landscape evolution. Prerequisites: Geology 121, one other geology laboratory course or consent of the instructor. Alternate years.

**412 Geochemistry. 4.** Distribution, movement and processes affecting chemical elements within the earth. Nuclear chemistry, formation of earth and planets. Crystal chemistry and mineral structures. Isotope geology, trace elements, thermodynamics in geology. No laboratory. Prerequisites: Chemistry 111, three semesters of laboratory courses in geology or consent of the instructor. Alternate years.

**415 Paleontology. 4.** Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: three semesters of laboratory courses in geology and/or biology and/or chemistry or consent of the instructor.

**416 Sedimentology and Stratigraphy. 4.** Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain size analysis, sedimentary structures and sedimentary petrography; the description, classification, correlation and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science or consent of the instructor. Alternate years.

**424 Exploration Geophysics. 4.** Study of the physical properties of the earth's crust and sedimentary cover, primarily through firsthand experience. Those geophysical parameters and tools used to study the earth indirectly—the well log

(resistivity, self-potential, density, and sonic logs), seismic reflection, seismic refraction, gravity and magnetic methods – are considered from the standpoint of data collection, processing and especially interpretation. Considerable field work and map work is involved. Prerequisites: two semesters of laboratory studies in geology and/or physics and a strong mathematical background at the level of algebra and trigonometry or permission of instructor. Alternate years.

**450 Special Topics. 4.** Recent topics include geophysics, reefs of Puerto Rico, life in the past, soil science. May also be offered at 250 level.

**460 Independent Study. 1-4.** Independent and directed research, including field and laboratory experience. May also be offered at 260 level.

**470 Senior Thesis.** Credit variable. Independent research project begun at end of junior year. See department for details.

**490 Departmental Honors.**

## HISTORY

*Adrienne M. Israel, Associate Professor, Chair*

*Martha H. Cooley, Dana Professor of History*

*Dorothy V. Borei, Professor*

*Alexander R. Stoesen, Professor*

*Sarah S. Malino, Associate Professor*

*Timothy Kircher, Assistant Professor*

History is the study of the complex forces of the past which have created change in the human environment. These forces include philosophical ideas, political and economic developments, and social and cultural conditions. Historical investigation demands abstract logical thinking and critical analysis as well as imagination and intuition. Students of history learn to recognize the significance of the sequential nature of events and to bring order to apparently random facts. Historical knowledge fosters an appreciation of human diversity, a global perspective, and a rich comprehension of the contemporary world and of personal experience.

The program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, applied history and church work.

**Degrees Offered.** The Bachelor of Arts degree is offered in history.

**Major Requirements.** A major in history consists of eight courses (32 credits), six (24 credits) of which must be above the 100 level. A general balance between two of the three areas (American, European, intercultural) offered in history is desired. A required seminar at the junior level (History 300) emphasizes techniques of research and writing under individualized direction. The history department also offers courses under the Special Topics designation which reflect the expertise of its staff.

History majors should select a related field in a discipline consistent with their career interests. Because of its interdisciplinary nature, history fits well with most disciplines and a

carefully conceived curriculum can give the history major strength in pursuing very challenging career goals. For example, history majors intending to pursue graduate study should acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting and logic. A related field in management or economics would prepare a student for positions in the business area, applied history management or governmental planning agencies.

Students seeking certification to teach history or social studies in high school need to double major in history and education studies. In addition, two courses in economics and two courses in political science are required for the social studies certification.

Students may "test out" of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a 3.50 grade average in history are encouraged to write a thesis and to pursue departmental honors.

The history minor consists of four courses, only one of which may be at the 100 level. The history department offers 100-level introductory courses in World History, European History and American History which fulfill the history requirement only for students at the first year and sophomore levels. Any student who is fulfilling the history requirement after the sophomore year must take a course at the 200 level or above.

History courses listed in the intercultural studies program may be taken by majors for history credit, but not for both history and intercultural studies credit.

To encourage superior work in history, the department offers first-year and senior history awards every year, as well as the Algie I. Newlin and the Thomas Thompson scholarships. The Algie I. and Eva M. Newlin lectures and the Rembert W. Patrick lectures bring recognized historians to campus to present scholarly papers. The department also sponsors a chapter of Phi Alpha Theta, the international history honor society.

**101 Western Europe 800 to 1500. 4.** What is our inheritance from the Middle Ages? This course examines the development of the medieval idea of a "Christian Empire" from the time of Charlemagne to the mid-15th century. Through a close reading of contemporary texts of law, literature, religion and biography, students will explore such topics as the Papacy, Crusades, feudalism, scholasticism and medieval art. Fulfills history requirement.

**102 Western Europe 1400 to 1930. 4.** What makes our times "modern"? This course investigates the genesis and movement of the modern period, from the Renaissance to the eve of the Second World War. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason and egalitarianism. Fulfills history requirement.

**103 The United States to 1877. 4.** Origin and growth of the United States from colonial times to 1877. Fulfills history requirement.

**104 The United States since 1877. 4.** Social, political, constitutional and economic developments since 1877. Fulfills history requirement.



**150 The World since 1500: Global Perspective. 4.** Examines the development of interconnections among peoples and nations and the expansion of European political and economic institutions. Emphasizes world response to Western institutions and pursues a global perspective toward modern history. Fulfills history requirement.

**160 Introduction to East Asian Culture. 4.** An interdisciplinary survey of the cultural heritage of China, Japan and Korea. This course examines the political, social, economic and cultural institutions and values of East Asia, with the aim of highlighting their distinctiveness from Western culture and of understanding the influence of the past on modern East Asia. Limited to first-year students and sophomores. Fulfills intercultural requirement.

**222 North Carolina History. 4.** North Carolina from the period of exploration to the present: colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

**223 History of Women in the United States. 4.** Study of the significance of gender in the development of American culture from colonial times to the present. Attention to the complexity of women's historical experience through examination of social class, racial and ethnic differences among American women.

**225 African-American History. 4.** Surveys major themes in the antebellum period, the development of group consciousness, resistance to slavery, emancipation, Reconstruction, migrations, black nationalism, the civil rights movement and current issues.

**233 Medieval Civilization 1200 to 1500. 4.** This seminar offers students the opportunity to examine the religion and culture of high- and late-medieval Europe. Texts also include the writings of scholasticism and its critics; they also address the influence of religion on the medieval cultural imagination, as revealed in contemporary histories, plastic art and literature.

**234 Renaissance and Reformation 1400 to 1660. 4.** When and why did the Middle Ages end? Students will consider the answers of Renaissance thinkers and investigate their innovations in the fields of art, literature and philosophy. They will also discuss the origins and consequences of its fellow movement, the Reformation, from Luther's Germany to Cromwell's Britain.

**237 Europe in the Nineteenth Century: From the French Revolution to the First World War. 4.** A study of the main issues in 19th century Western Europe—Industrialization, shift from monarchy to constitutional government, growth of socialism and nationalism, Social Darwinism, imperialism and their impact on Europe by the eve of the war in 1914.

**241 Africa to 1800. 4.** Introduces African social, political and economic systems, geography and cultural diversity, with a survey of major culture areas and civilizations, including the ancient Nile Valley, West Africa, the Swahili coast and the southern savannah. Major themes include ancient trade networks, the rise of Islam and the Atlantic slave trade. Fulfills intercultural requirement.

**242 Africa since 1800. 4.** Surveys the impact of the slave trade, Islamic revolutions, resistance to foreign powers, the brief period of European colonialism, the rise of modern nationalism and current development issues. Fulfills intercultural requirement.

**264 Modern East Asia. 4.** Introductory survey of China, Japan and Korea in the 19th and 20th centuries, with an emphasis on their integration into the international order. Topics include their different responses to imperialism, the struggle to modernize, Sino-Japanese wars and the postwar rise of the Pacific Rim in the global economy. Fulfills intercultural requirement.

**300 Seminar in History. 4.** An advanced research and writing course required of all majors in their junior year. Students select their own topics and, using primary sources, engage in a semester-long project.

**302 Economic History of the United States. 4.** Exploration of the changing character of the American economy from colonial dependency through industrialization to our contemporary consumer society. Special attention to the impact of the dynamics of economic change on diverse groups of Americans.

**303 Social History of the United States. 4.** Study of the methods, contributions and recent critiques of the "new social history." Investigation of social diversity in the United States through an examination of changing social patterns, institutions and relationships of power in the American historical experience.

**307 United States Diplomatic History. 4.** Major trends in American diplomatic history from the Revolution to recent times; economic, social and political forces that have influenced foreign policy.

**311 Recent United States History. 4.** Influence of politics, wars and individuals on the internal affairs of the United States, with emphasis on the period since the New Deal.

**321 Europe from 1648 to 1789. 4.** Study of the significant developments in Europe from Louis XIV to the French Revolution; effects of 17th century scientific discoveries on religious and philosophical concepts, on society and culture and on political developments.

**335 Ancient Greece from Homer to Alexander. 4.** This course examines the roots of Western cultural experience by examining the ideals and traditions of classical Greece. The seminar will focus on the evolution of Greek culture, its ethics, aesthetics and world-view, particularly as it was formed in the course of the Persian Wars and in the battle for Peloponnesian hegemony between Athens and Sparta. As a corollary theme, students will trace the development of Athenian democracy and empire.

**336 Great Britain in the Tudor and Stuart Periods, 1509 to 1688. 4.** This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. A central theme is the constitutional questions posed by allegiances to church and king, and by the issue of three kingdoms and one monarchy after the accession of James I (1603). Main topics of discussion include the Reformation and the Civil War (1642-45).

**337 Russia to 1981. 4.** Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, rise of



the autocracy, the position of the peasantry and the nobility and the revolutionary movement of the 19th century in Russia.

**338 Russia since 1881. 4.** Decline of the autocracy; 1905 and 1917 revolutions, Soviet Russia's international development as a world power; and the collapsing of the Soviet Union.

**362 Twentieth Century South Africa. 4.** Advanced study of the cultural, political and economic history of South Africa within the context of Southern African history. Surveys the 17th through 19th centuries with emphasis on the African context. Concentrates on 20th century political history, using a comparative approach. Fulfills intercultural requirement.

**383 Imperial China. 4.** Advanced study of central themes in Chinese history, with an emphasis on the 10th to 18th centuries. Topics include changes in the social structure, the role of the family, economic development, and the growth of despotism. Fulfills the intercultural requirement.

**384 Modern China. 4.** Advanced study of China in the 19th and 20th centuries, with emphasis upon its struggle to modernize. Topics include the maturation and decay of the imperial order, impact of imperialism, rise of nationalism, peasant rebellion and the many phases of reform and revolution. Fulfills intercultural requirement.

**385 Medieval Japan. 4.** Advanced study of Japan during the 12th to 18th centuries. Topics include the rise and evolution of the samurai class, feudal culture and the emergence of the early modern state. Fulfills intercultural requirement.

**386 Modern Japan. 4.** Advanced study of 19th and 20th century Japan, with a focus on Japan's efforts to fit into the international political and economic order. Topics include the decay of the feudal order, Meiji Restoration, growth of Japanese nationalism and imperialism, the nature of democracy in Japan and U.S.-Japanese relations. Fulfills intercultural requirement.

**450 Special Topics. 4.** Topics may include Civil War, The Russian Revolutionary Movement, Women in the 19th Century Labor Force, Guilford County. May also be offered at 250 level.

**460 Independent Study. 1-4.** Involves weekly meetings with departmental advisers; oral or written examination. May also be offered at 260 level.

**470 Senior Thesis. 2-4.** Research and writing of a scholarly monograph.

**490 Departmental Honors. 2-4.** Honors and credit with grade of B or above; credit only for grade less than B.

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

**General Studies 225-226. Medieval People.**

**Sociology/Anthropology 353. Cultural History of Latin America.**

## INTERNATIONAL STUDIES

*Contacts: Chairperson of Foreign Languages Department  
Director of Intercultural Studies Program  
Director of Study Abroad Program*

Guilford College aims to promote and expand global awareness within the Guilford community and to prepare students to

live as citizens and leaders in an increasingly interconnected world. International education at Guilford is based upon the traditional Quaker values of tolerance and respect for diversity. Guilford College supports a peaceful world where people who are different learn to work together toward a common human goal of harmonious coexistence. Guilford College expects its students to learn to appreciate the many faces of human culture, to understand the many ways in which humankind organizes itself, and to speak in more than just their native language.

**Degrees Offered.** The Bachelor of Arts degree is offered in International Studies.

**Major Requirements.** The International Studies major offers a solidly academic international program in which interested students can pursue an in-depth, interdisciplinary study of a single geographical region or country. It is a double or joint major, with a second major in an academic department required (see page 10). The IS major selects an adviser different from the adviser for the other major to oversee his/her program. The International Education Committee gives final approval to the courses for an individual student's major.

Students focus their course work and study abroad on one geographical region—Africa/Middle East, Europe, East Asia, or Latin America—and, in addition, study world history, geography and cultural anthropology.

**Specific Course Requirements.** The IS major requires a total of nine courses, which also may satisfy distribution requirements.

- 1) History 150: World History Since 1500. Fulfills history requirement.
- 2) SOAN 103: Cultural Anthropology. Fulfills one social science requirement.
- 3) A minimum of five additional non-language courses must be taken in the core geographic region, in at least two different disciplines. One must be a history survey in the selected geographic region (or country). Other courses may focus on art, economic system, geography, literature, politics, religion, social system, etc. One or two non-language courses taken abroad may count toward the International Studies major.
- 4) Foreign language requirement is normally met by two semesters of a foreign language in the area at the 200 level or at least one semester at the 300 level or above (See contact person for specific details).
- 5) A Study Abroad experience directly related to the region of specialization. This experience must be at least six weeks in length and may be a semester, year or summer program approved by the International Education Committee.
- 6) Recommended but not required for the IS major who plans graduate study or a career in the international relations field are: Economics 221, Macroeconomics; and/or Economics 222, Microeconomics (one of which may fulfill one social science requirement); PS 201, Introduction to International Politics (which may fulfill one social science requirement).

## JUSTICE AND POLICY STUDIES

*Richard R. E. Kania, Associate Professor, Chair*

*Barton A. Parks, Professor*

*Wesley E. Moorefield, Visiting Instructor*

The justice and policy studies department offers students study and participation in community service, focusing on the criminal justice system and related public service institutions, including community based organizations.

Taking an interdisciplinary approach to the structures, processes, policies and problems involved, the department works closely with other departments in the social sciences. The approach emphasizes community building as problem solving (e.g., crime prevention), inquiry into the values of public institutions, experiential learning including internships in criminal justice and other community organizations, and the intensive study of formal organizations.

The major is intended for students planning graduate study or careers in public and community service, including law, criminal justice, public administration and urban affairs, plus those preparing to assume various civic roles in service to or influencing policy formation in their communities. Graduates have undertaken careers in law, public administration, law enforcement, courts, corrections, juvenile delinquency, as well as nonprofit community service organizations focusing on dispute mediation, spouse and child abuse, and other organizations which frequently use volunteers and focus on supporting and building local communities.

Grounded firmly in the liberal arts tradition, the department is concerned with both theory and practice.

**Degrees Offered.** A Bachelor of Science degree is offered to all students; the Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. Instruction is offered by faculty in the justice and policy studies department, as well as in the departments of political science and sociology/anthropology. Some specialized courses are taught by qualified professionals from the local community.

**Major Requirements.** Eight courses (32 credits) are required for a major in justice and policy studies. They must include: JPS 101 (JPS 301 or 313 may be substituted for transfers at the junior level), JPS 290 (waived for students with JPS related work experience), JPS 310 or 340, two additional 300- or 400-level JPS courses (three if JPS 290 is waived), three additional JPS courses at any level, and either JPS 339, Math 112 (Statistics), or another quantitative methods or social science research methods course. A course in computer science is strongly recommended.

Transfer students with A.A./A.A.S. degrees in justice-related fields are exempt from the JPS 101 requirement, but must take either Criminal Justice Theory and Practice (JPS 301) or Law and Society (JPS 313) in its place.

The department also participates in the Certificate of Study program of the Center for Continuing Education. A Justice and Policy Studies Certificate may be earned by successful completion of 20 hours (five courses) at the 300 and 400 levels, including either Public Organization and Management (JPS 310) or Public Administration (JPS 340).

**101 Introduction to Criminal Justice.** 4. Survey of the criminal justice system—its philosophy, history, development, role and the constitutional aspects of the administration of justice. Review of the agencies and processes of criminal justice. Counts toward the social science requirement.

**201 Substantive Criminal Law.** 4. Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate, liability, accessories, concept of failure to act and negative acts and legal causation.

**202 Law Enforcement: The Police in Society.** 4. Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances.

**203 Punishment and Corrections.** 4. Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Methods used and problems faced in the supervision and rehabilitation of adjudicated offenders.

**204 Courts: Prosecution and Trial.** 4. The adjudication process and trial courts as social institutions: law and the legal mentality, structure and processes of federal, state and local court systems. Traditional and behavioral approaches to the courts. Current problems: heavy case loads, plea bargaining, changing social norms, sentencing practices.

**205 Juvenile Delinquency: Youth in Trouble (Sociology/Anthropology 205).** 4. Survey of the problems of delinquency in contemporary society; juvenile courts and institutions; prevention and treatment programs; theories of delinquency causation and treatment.

**220 Building Community (Sociology/Anthropology 220).** 4. An examination of the concept of community as a foundation for public service. Central to the course are conceptions of community and community building, learning from persons in community service vocations, a service project in the college or larger community, and learning effective participation in group process.

**221 Media and Community Relations.** 4. Examines the factors contributing to either cooperation or disharmony in public sector media and community relations which are often associated with social problems and cultural conflict. The role of the news and entertainment media in creating images for public agencies and community groups is revealed. Covers historical developments, contemporary issues and various image management and community relations improvement efforts.

**244 Conflict Resolution Strategies (Sociology/Anthropology 244).** 4. Draws on recent work in Alternative Dispute Resolution to examine conflict from the perspective of how conflicts are resolved rather than won or lost. Students will receive training in the skills and principles of negotiation and mediation, experiment with the use of these skills and strategies in their own day-to-day social interaction, learn about recent developments and applications in the field of conflict resolution, and explore the conceptual basis for these approaches.

**290 Internship. 4-8.** Supervised internship with a criminal justice public service or volunteer agency. May be repeated once in a different agency. Required for students with no work experience in the criminal justice system or in other public agencies.

**301 Criminal Justice Policy and Practice. 4.** Theories from several scholarly disciplines are put into practice in dealing with criminal justice policy questions. Managerial, psychological, sociological and political-ideological theories are reviewed in their application to contemporary issues in American criminal justice, such as drug and alcohol control policy, gun control, policing strategies, correctional philosophies and death penalty questions.

**310 Public Organization and Management. 4.** Study of managerial principles and the structures of public organizations, the organizational environment and processes of leadership, decision-making, planning, communication and organizational change as applied in public agencies.

**313 Law and Society. 4.** Introduction to sociological jurisprudence. The legal system, legal institutions as instruments of stability and social change. Law and social processes, legal decision-making, and cross-cultural comparisons of legal systems and legal values. Counts toward the social science requirement.

**318 Demography (Sociology/Anthropology 318). 4.**

**320 Ethics in Justice and Policy Studies. 4.** Ethical standards and considerations for justice and public service agency officials. Examination of causes and consequences of corruption and other unethical behavior of public officials within the criminal justice system and in related agencies of government.

**333 Criminology (Sociology/Anthropology 333). 4.** Survey of criminological theory; the nature and causes of criminal offenses and the socioeconomic characteristics of both offenders and at-risk populations.

**339 Research Methods. 4.** An introduction to the analytic tools and techniques used to conduct research in justice administration and related social sciences. Theory construction, concepts of evidence and proofs, statistical tests and causality versus correlation. Both original and secondary source research, including legal research, conducting surveys, field investigations, interviewing and participant observation. Should be taken in advance of JPS 470 and 490 and by those students considering graduate study.

**340 Public Administration. 4.** Examines the field of public administration comprehensively, to include organizational decision-making in the public sector, communications and public relations, personnel administration, training, budgeting, problem identification, resource assessment, implementation, internal controls and evaluation.

**400 Advanced Problems. 4.** Selected topics in the fields of criminal justice and public administration examined in depth. Problems will vary with each offering. Topics under consideration may include: Police Administration, Court Administration, Jails and Prisons, Security and Crime Prevention, The Death Penalty in the U.S.A., Coercion or Force in Justice.

**424 Trust and Violence. 4.** This course examines ways that trust binds communities together, and violence or the threat of

it prevents or destroys trust. The focus is on processes by which trust is created, sustained, destroyed and re-created within and among human beings. The course draws upon applied theory, organizations effective in sustaining trusting communities and experiential learning in trust building group processes.

**425 Family Violence. 4.** This course introduces students to three prevalent family problems: wife abuse, child sexual abuse and rape/sexual assault. Central to the course are examinations of causal factors, the psychology of victim and offender, societal impact, treatment and intervention strategies, and the criminal justice role and processes. Students also explore societal norms, laws and values and how they relate to family violence.

**435 Constitutional Law in the Political Process I (Political Science 435). 4.**

**436 Constitutional Law in the Political Process II (Political Science 436). 4.**

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Research Problems/Independent Study. 1, 4.** Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered.

**470 Senior Thesis. 4-8.** Major research project designed and conducted under the supervision of a faculty member. Prerequisite: JPS 339.

**490 Department Honors. 4-8.**

## MANAGEMENT

*Betty R. Turner, Assistant Professor, Chair*  
*Peter B. Bobko, Associate Professor*  
*William F. Stevens, Associate Professor*

The management department is committed to a number of principles which will ensure that our students receive the best possible education. These include the following: close faculty-student rapport, career-minded course content, a strong library and library research emphasis, computer training on both microcomputers and mainframe, field internships, case-study and an emphasis on sound communication skills.

Through these priorities, the management department seeks to prepare students to be immediately effective in management and administration while cultivating their potential for further growth. The course of study is designed to develop an understanding of the role of the United States economy as well as the management of public and private organizations in a changing society.

To meet the exacting demands of tomorrow's world, the manager or the business professional of the future requires not only a high degree of professional competence in the technical aspects of management but also a broad grasp of economics, social, human, cultural and political values. Therefore, the management major at Guilford is conceptually based as well as career oriented, and the student's total program is closely integrated with the college's liberal arts curriculum.

In conjunction with an adviser, a student may choose to emphasize one area of study while meeting major course

requirements. Possible areas of emphasis include Financial Management, Personnel Management, Information Systems and Marketing Management. A student may, with the help of an adviser, develop another area of emphasis, as long as it meets the standards of the department.

**Degrees Offered.** A Bachelor of Science degree is offered to all students. The Bachelor of Administrative Science degree is offered to Center for Continuing Education students only.

**Major Requirements.** Nine major and four related field courses are required for the Bachelor of Science degree; 10 major and six related field courses are required for the Bachelor of Administrative Science. Major courses required for either degree include Management 215, 241, 245, 301, 324, 332 and 449. Each student must also complete one of the following: Management 330, 333, 336, 341 or 347. Courses taught outside the department but usually required as part of the related field include Principles of Economics, Principles of Accounting, and Statistical Methods.

It is strongly recommended that students also complete 4 credits of management internship experience.

Prerequisites for all 300- and 400-level courses include: Accounting 201 and 301 (with a grade of C or better), Economics 221 and 222 and Management 241 and 245. Completion of all prerequisites is required prior to enrolling in any upper level management course. (Accounting 311 may be substituted for Management 245 wherever it appears).

**120 Introduction to Business.** 4. Components, types, nature and purpose of business organizations. Inherent social and ethical problems of business operations and the role of business in a free enterprise economy. Does not count toward the major but fulfills the social science requirement.

**215 Business Law.** 4. Legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; relationship between economics and business law, including selected topics in contracts, agency, sales, property and wills.

**241 Computers and Management.** 4. Characteristics and types of hardware and software; applications of computers in management; introduction to computer programming; data files; interface; and networking. Recommend familiarity with statistics and prior computer experience.

**245 Quantitative Methods.** 4. Techniques of management science including inventory management, networks, linear and dynamic programming, queueing, simulation and decision analysis.

**282 Fundamentals of Investing.** 4. Introduction to securities and securities markets. Exposure to financial literature and techniques of analysis, with application in a stock market simulation. No prerequisite.

**290 Management Internship.** 2-4. A combined on-the-job and academic experience arranged with a local business and supervised by a management department instructor. Consisting of experiential learning, managerial analyses, reports and an oral presentation of the report findings. Open to juniors and seniors.

**301 Organization and Management.** 4. Theory, principles,

practices and problems involved in organizing and managing any formal organization: business, government, institution, a conceptual methodological, operating, control and feedback systems approach illustrated by a consideration of cases.

**315 Business Law II, Real Estate Law.** 4. Social, economic and legal setting of real estate; nature and functions of real estate markets, liens, easements, encumbrances, contracts, transfer of title and deeds; role of real estate and real estate development.

**320 Organizational Behavior.** 4. Role and functions of the manager; skills needed to understand and react intelligently to determinants of behavior and consequences of behavior in organizational settings; interpersonal, intergroup and intragroup situational analysis. Prerequisite: Management 301 strongly recommended.

**321 Personnel Administration.** 4. Techniques, issues and problems in recruitment, selection, development, utilization of and accommodation to human resources in organizations.

**324 Introduction to Marketing.** 4. A first course in marketing, focusing on product definition, distribution, pricing strategies and promotion. International marketing and the ethics of marketing.

**327 Research and Analysis Methods.** 4. Research design, data collection methods, including standard and unobtrusive measures; analysis of the results of marketing research; forecasting techniques, such as time series analysis and product life cycle analysis. Prerequisite: Management 324.

**330 Managerial Analysis.** 4. Managerial use of economic concepts in the formulation of business policy: profit, competition, demand, cost and capital investment.

**332 Financial Management I.** 4. Meaning, preparation and analysis of financial information, with emphasis on the managerial aspects of alternative investment opportunities, profitability evaluating techniques, capital planning and budgetary control.

**333 Money, Banking and Monetary Theory.** 4. Nature and functions of money; description and analysis of the banking system; overview of modern monetary theory and policy. Prerequisite: Management 332.

**336 Financial Management II.** 4. Theory, principles and practices of corporate finance; conceptual background; problems of financial allocation of corporate resources; role of finance executives. Prerequisite: Management 332.

**341 Management Information Systems.** 4. Introduction to information systems; data base development and design; information systems methodology. Prerequisite: Management 241 or equivalent.

**347 Production and Operations Management.** 4. Analysis of the production/operating function in both manufacturing and nonmanufacturing organizations. A selection of decision-making tools will be presented in class, discussed in cases and, when possible, implemented in computer programs.

**420 Real Estate.** 4. Economic, social and legal setting of real estate, including brokerage, value, price and investment considerations. Productivity analysis, financial methods, federal

taxes and appraising for market value. Management, leasing, assessments and insurance. Designed for those interested in a business career or concerned with owning or investing in real estate.

**421 Industrial Relations. 4.** Role, functions and problems of management in the collective bargaining process. Bargaining issues of rights, job design, pay, fringe benefits and due process. Negotiation and administration of the agreement. Prerequisite: Management 321.

**424 Marketing Strategy. 4.** A framework in which the student performs market analysis, formulates marketing strategies and implements marketing plans in a simulated competitive environment. Prerequisite: Management 324; Management 327 recommended.

**449 Policy Formulation. 4.** Capstone course based on case studies and analyzing the total operation function in manufacturing and nonmanufacturing organization. Developing policies which support total organization goals under varying constraints. Analysis of economic, political and social influences on the firm. Prerequisites: Management 215, 241, 301, 324, 332 and one of the following: Management 330, 333, 336, 341 or 347.

**450 Special Topics. 4.** May include studies in advanced financial policies, real estate investment/development, systems analysis or marketing research. May also be offered at 250 level.

**460 Independent Study. 1-4.** In addition to individual student projects, the department may offer special seminars or work seminar projects. May also be offered at 260 level.

**470 Senior Thesis. 1-4.** Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

**490 Departmental Honors.**

## MATHEMATICS

*G. Rudolph Gordh, Professor, Chair*

*Elwood G. Parker, Professor*

*David Robinson, Assistant Professor*

*Michael Kantor, Visiting Instructor*

Mathematics is better learned by doing than by observing; so active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups is also of utmost importance, numerous small classes and seminars are provided.

Students majoring in mathematics are encouraged to discover areas in which they have both talent and interest, to gain familiarity with a wide range of mathematical areas and to acquire deeper knowledge of some mathematical specialty.

**Degrees Offered.** The Bachelor of Science and Bachelor of Arts degrees are offered in mathematics.

**Major Requirements.** Majors are required to complete 32 credits in mathematics courses or seminars numbered above 120. Three courses are required: Foundations of Mathematics I (131); Multivariable Calculus (225); and Linear

Algebra (325). In addition, each major must take one upper-level course in theoretical mathematics (selected from 335, 430 and 435) and another in applied mathematics (selected from 310, 320, 410, 415 and 420). Majors who wish to prepare for graduate school should take Foundations of Mathematics II (132), Algebraic Structures (430) and Real Analysis (435).

Many majors emphasize a particular area of mathematics in their course work. Those emphasizing theoretical mathematics have been notably successful in graduate study at respected universities. Other students emphasize applied mathematics in preparation for graduate school or for careers in business and industry.

For students who choose to double-major, physics is the most frequent second major, but many other disciplines, including those in the humanities, are sometimes selected. Such combinations are welcomed by the department.

**The Minor.** A minor in mathematics is an appropriate choice for many majors. Students should select their four (or more) minor courses in consultation with a member of the mathematics department to assure coherence and compatibility with their major.

The department serves other academic areas through courses in elementary functions and calculus, statistics, mathematics for the liberal arts, and mathematics for prospective teachers.

**The Journal of Undergraduate Mathematics,** an internationally distributed periodical published by the department, is devoted to undergraduate research and has frequently included articles by Guilford students. The Journal sponsors conferences on undergraduate mathematics which provide students an opportunity to share their ideas with other talented students and to hear lectures by prominent mathematicians. The department also has hosted national and regional meetings of professional mathematicians.

**103 Mathematics for Elementary School Teachers. 4.** Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem solving, logical thinking, use of conjecture and exploration with concrete materials. Does not count toward the major. Fulfills nonlaboratory science requirement for education studies majors only.

**110 Mathematics for the Liberal Arts. 4.** The nature of mathematics from cultural, historical and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts and education majors. Does not count toward the major in mathematics. Fulfills nonlaboratory science requirement.

**112 Elementary Statistics. 4.** Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis; analysis of variance. Emphasis on application and interpretation. Recommended for social science and preprofessional majors; does not count toward the major in mathematics. Fulfills nonlaboratory science requirement.

**115 Elementary Functions. 4.** Precalculus analysis of algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Does not count toward the major. Only for

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students planning to take calculus but not having the necessary prerequisites.

**121 Calculus I. 4.** Calculus of single-variable algebraic, exponential and logarithmic functions, emphasizing the concepts, techniques and applications of limits, differentiation and integration in both physical and geometric settings. Fulfills nonlaboratory science requirement.

**122 Calculus II. 4.** Calculus of single-variable trigonometric and inverse trigonometric functions including polar coordinates, with emphasis as in Mathematics 121, but especially on integration and its applications. Numerical and power series with emphasis on approximation. Prerequisite: Mathematics 121. Fulfills nonlaboratory science requirement.

**123 Accelerated Calculus. 4.** Special course in calculus covering the content of Mathematics 121 and 122 in one semester for students having exceptional precalculus preparation or previous introduction to calculus. Fulfills nonlaboratory science requirement.

**131 Foundations of Mathematics I. 4.** Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Required of all majors. Fulfills nonlaboratory science requirement.

**132 Foundations of Mathematics II. 4.** Continuation of Mathematics 131 for students desiring more work on the nature of mathematical proof in preparation for upper-level theoretical mathematics courses. Prerequisite: Mathematics 131.

**225 Multivariable Calculus. 4.** Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration and vector analysis. Required of all majors. Prerequisite: Mathematics 122 or 123. Fulfills nonlaboratory science requirement.

**230 Geometry. 4.** Topics chosen from Euclidean, hyperbolic, elliptic, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Especially recommended for students interested in mathematics education. Prerequisite: Mathematics 131 or consent of instructor.

**310 Probability and Statistics. 4.** Fundamentals of the analysis and interpretation of statistical data, theory and application. Prerequisite: Mathematics 225.

**320 Mathematics for the Physical Sciences (Physics 320). 4.**

**325 Linear Algebra. 4.** Introduction to systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields. Required of all majors. Prerequisite: Mathematics 225.

**335 Topology. 4.** Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics. Prerequisite: Mathematics 131.

**410 Operations Research. 4.** Probability, sampling inventories, waiting lines, competitive strategies, linear programming. Suggested for majors emphasizing applied mathematics. Prerequisites: Mathematics 310 and 325.

**415 Numerical Analysis 4.** Techniques, theory, computer

programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing applied mathematics or mathematical physics. Prerequisite: Mathematics 325.

**420 Advanced Mathematical Methods (Physics 420). 4.**

**430 Algebraic Structures. 4.** Study of algebraic structures such as groups, rings, and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or interested in mathematics education. Prerequisites: Mathematics 131 and 325.

**435 Real Analysis. 4.** Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics. Prerequisites: Mathematics 131 and 225.

## Mathematics Seminars

Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects, or as honors projects. Students must prearrange seminars with faculty members on or before registration day; no student may register for a seminar without prior departmental approval. Seminars carry from 1 to 4 credits and may be repeated for credit with permission of the department.

**270 Seminar in Mathematics. 1-4.** Lower-level seminar in selected topics. Prerequisite: consent of the department.

**470 Seminar in Mathematics. 1-4.** Upper-level seminar in selected topics. Prerequisite: consent of the department.

## MUSIC

*Edward Lowe, Dana Professor of Music, Chair*  
*Timothy H. Lindeman, Assistant Professor*

The music department at Guilford College offers students a wide variety of opportunities in performance, music appreciation and music theory. For the music major and the music minor, most music study takes place on the Guilford campus; however, some advanced-level courses are taken through consortium arrangements with neighboring institutions. Advanced students taking private lessons regularly take part in master classes and local and state competitions.

**Degrees Offered.** The Bachelor of Arts degree is offered with concentration in music.

**Major Requirements.** Contact the department chair for information on major requirements.

The department also offers the general student body several opportunities to study music in applied areas (piano, voice, guitar, winds, etc.), ensembles (choir and band) and in academic courses such as Music Literature and African-American Music.

The College Choir, through its annual concert tour and community programs, serves as ambassador of goodwill for Guilford. Activities are designed for community enrichment, the high point of the season being the annual Christmas

concert. Numerous other public performances are presented, and by audition, members of the choir have the opportunity to perform with additional choral ensembles. Participation in the choir is designed to add to the total enrichment of student life. Membership is open to all students genuinely interested, willing to work hard and strongly committed to the choir.

The Concert Band is open to all students who have experience playing an instrument. The band offers students the opportunity to participate in ensemble playing and it serves a variety of functions including playing at some sports events and at graduation.

The music department presents a musical revue every other year. In alternate years a Broadway musical is produced in cooperation with the theatre studies department. All Guilford College students are eligible to audition for parts.

**Scholarships.** Choir and Band scholarships are offered by the college for qualified students. In addition, the Fletcher Foundation, the William Topkins, the Laura Kelly Dobbins and the Maxine Kirch Ljung scholarships are available to talented students pursuing a major or a minor in music.

**101 Music Theory I. 4.** Basic musicianship. Examines the materials and structure of diatonic music: time, melody, harmony and form. The music studied is tonal in nature and Western in origin. Fulfills creative arts requirement.

**102 Music Theory II. 4.** Continuation of Music 101. Resources of the tonal system are analyzed with emphasis on seventh chords, both diatonic and chromatic. Prerequisite: 101 or permission of instructor.

**111 Music Literature. 4.** Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Fulfills creative arts requirement.

**112 Guilford College Concert Band. 1.** Performance of literature encompassing literature from all eras. Band meets twice a week.

**114 Guilford College Choir. 1.** Choir meets three times weekly. Pass/fail grading.

**115 Traditional African-American Music. 4.** Music literature. Course tracing the historical development of music of Black Americans; designed for the student interested in gaining an understanding of music in the context of African and African-American cultures. Open to all students. Fulfills the creative arts requirement. Alternate years.

**201 Music Theory III. 4.** Continuation of Music 102. More advanced harmonic and voice-leading techniques as employed in 19th century music. Ear training and sight-singing are involved with modulation and chromaticism. Prerequisite: 102 or permission of instructor.

**202 Music Theory IV. 4.** Continuation of Music 201. Form in tonal music with an examination of structures frequently used in the 18th and 19th centuries. Ear training and sight-singing are involved with chromaticism, and tenor clef is introduced. Prerequisite: 201 or permission of instructor.

**\*270 Private Lessons in Piano. 1-2**

**\*271 Private Lessons in Organ. 1-2**

**\*272 Private Lessons in Voice. 1-2**

**\*273 Private Lessons in Guitar. 1-2**

**\*274 Private Lessons in Strings. 1-2**

**\*275 Private Lessons in Brass. 1-2**

**\*276 Private Lessons in Winds. 1-2**

**450 Special Topics. 1-4.** Courses of special interest such as conducting, understanding opera, understanding 20th century music, and development of the symphony. May also be offered at 250 level.

**460 Independent Study. 1-4.** Independent research or directed study on a topic of interest to the student. May also be offered at 260 level.

**Orchestra.** Qualified students who express an interest in orchestral work may participate in ensembles at the University of North Carolina, the Greensboro Music Academy or Greensboro College.

*\*Additional fees.*

## PHILOSOPHY

*Jonathan W. Malino, Professor, Chair*

*Ruey-Yuan Wu, Assistant Professor*

*C. Thomas Powell, Visiting Assistant Professor*

Philosophy is committed to the persistent and relentless examination of life in all its aspects.

Etymologically the love of wisdom, philosophy seeks wisdom by prodding us to become more articulate and reflective about the fundamental principles underlying our understanding of nature, ourselves and others. Reflection leads to criticism, and ultimately, or so the philosopher hopes, to a more refined, profound and true grasp of our world.

Philosophy is concerned with developing our abilities to reason, to interpret the thoughts of others and to express our own ideas. Consequently, the rewards of philosophical training can be found where one might least expect them, in the worlds of business and the professions.

Philosophy's nature dictates that the boundaries between the philosophical and the non-philosophical are fuzzy at best. The philosopher draws not only on the rich tradition of philosophical thought, but also on the entire range of disciplines which makes up human inquiry. It is thus no surprise that philosophers are working side by side with linguists, psychologists, mathematicians, physicists and computer scientists at the cutting edge of the computer revolution. Double-majoring—joining philosophy to a second major in the humanities, natural or social sciences, or preprofessional programs—also becomes an especially exciting and natural option, with benefit not only to a student's breadth but also to the depth of his or her studies.

**Degrees Offered.** The Bachelor of Arts degree is offered in philosophy.

**Major Requirements.** To major in philosophy, a student must complete eight philosophy courses (plus the departmental seminar), among them Ethics 111, Formal Logic 292, the history of Western philosophy 201, 202, one course devoted to an individual philosopher, and one 400-level course. Individually tailored independent studies are available to supple-



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ment regular course offerings. Outside the classroom, lectures and informal discussions are sponsored by a philosophy club, which also arranges for students to attend lectures and colloquia at UNC- Greensboro, Wake Forest, UNC-Chapel Hill and Duke.

**100 Introduction to Philosophy. 4.** Major philosophical problems, methods and positions, as set forth in selected works by philosophers such as Plato, Aristotle, Descartes, Hume, Whitehead, Russell and Sartre. Counts toward humanities requirement.

**111 Ethics. 4.** Chief theories of the nature and principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Counts toward humanities requirement.

**201 Ancient and Medieval Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Counts toward humanities requirement.

**202 Modern Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of main periods and thinkers from early modern through 19th-century thought. Counts toward humanities requirement.

**221 Philosophy of Religion. 4.** Reason and religion: proofs of God's existence, faith and reason, the problem of evil, morality and religion, religious language. Counts toward humanities requirement.

**246 Business Ethics. 4.** The ethical basis for determining corporate social responsibility, employee rights, conflicts of interests, whistle blowing, discrimination and problems with advertising. Counts toward humanities requirement.

**247 Journalistic Ethics. 4.** Major considerations in making moral decisions in media pursuits. Focuses not only upon accepted norms in journalism, but on why such practices are themselves desirable or undesirable. Counts toward humanities requirement.

**292 Formal Logic. 4.** Methods, foundations and philosophical implications of using symbolic languages to evaluate deductive reasoning.

**336 Social and Political Philosophy. 4.** Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory. Counts toward humanities requirement.

**375 Mind and Nature. 4.** An exploration of puzzles arising from the attempt to comprehend mind as part of nature. Topics include mind and body, consciousness, perception, belief and desire, freedom and determinism, and computer simulation of mental capacities. Counts toward humanities requirement.

**376 Theory of Knowledge. 4.** Historical and contemporary readings on the nature and sources of knowledge, justification, rationality and skepticism. Counts toward humanities requirement.

**401 Topics in Contemporary Philosophy. 4.** Main developments in 20th-century philosophy with emphasis on philosophy of language, epistemology and metaphysics.

**436 Kant. 4.** Intensive and systematic study of Kant's epistemology and metaphysics. Texts: *Critique of Pure Reason* and/or *Critique of Judgment* and/or selected pre-Critical writings.

**437 Hegel and Marx. 4.** Readings from Hegel's *Philosophy of Right* and *Phenomenology of Spirit*, followed by extensive readings from the work of Karl Marx.

**450 Special Topics. 4.** Courses include Philosophy of Science, Language and Mind, Moral Autonomy, German Philosophy, Medical Ethics and courses devoted to individual philosophers, e.g., Plato, Wittgenstein and Hume. May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

**470 Senior Thesis. 4-8.**

**480 Departmental Seminar. 2.** Reading and discussion of recent contributions to philosophy.

**490 Departmental Honors.** Credit to be determined.

## PHYSICS

Thomas P. Espinola, Associate Professor, Chair  
Rexford E. Adelberger, Professor  
Sheridan A. Simon, Professor

Computers, lasers, quarks and supernovae are some of the subjects studied in various courses in the physics department. Both the world and our view of it have been radically changed by the new discoveries of the last century. These discoveries are described and discussed in a nonmathematical way in courses such as Physics for Nonscientists, our astronomy classes and Digital Electronics – all open to nonscience majors – and in a sophisticated and mathematically rigorous way in such courses as Classical and Modern Physics, which is intended for physical science majors.

The physics major program has three principal commitments: to the student bound for graduate school in physics; to the student bound for a career or graduate school in a related area, such as mathematics, astronomy, teaching, law, medicine, engineering or technical fields; and to adult education, directed toward training professionals in industry, civil service and education for better jobs or enhanced job security. The physics department offers a complete major program at night through the Center for Continuing Education for adults who are employed during the day.

**Degrees Offered.** The Bachelor of Science degree is offered in physics.

**Major Requirements.** A total of 32 credits in physics, including Physics 231, 232 and 470, are required for a major, with no more than two courses being on the 100 level. Usually physics majors take Physics 121 and 122 as prerequisites for later courses. Four mathematics courses, including Math/Physics 320, constitute the related field. The recommended course of study for students intending to obtain a Bachelor of Science degree in physics is: first year – 121, 122; sophomore year – 223, 231, 232, 320, and 324; junior year – 421 and 422; senior year – 423, 470. Students planning to attend graduate school in physics or a related field are urged to take additional courses, particularly 331, 332, 420, 441 and 442.

Many physics majors have second majors in the liberal



arts or mathematics. Others select the option of a dual-degree program in engineering with the Georgia Institute of Technology.

For science majors outside the physical sciences, the department teaches several courses of interest: the astronomy courses and two courses in general physics taught without a calculus prerequisite, and two courses, Mathematical Physics I and II. Additional courses of general interest are offered in electronics and experimental methods.

The physics program at Guilford is a vital and active one in which students and faculty interact constantly in research projects and classes as well as on an informal basis.

**101 Physics for Nonscientists. 4.** Introductory course, intended for students with limited mathematical background. Centered on one of several topics such as an in-depth look at the physics of the energy problem or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Laboratory work required. Does not count toward the major. Fulfills laboratory science requirement.

**106 General Astronomy. 4.** This course, which is intended for nonscience majors with limited mathematical background, will cover topics selected from stellar astronomy, planetary studies, galactic astronomy and cosmology. Does not count toward the major but does satisfy the nonlaboratory requirement.

**107 The Solar System. 4.** This course, aimed at the nonscience major, covers physical descriptions of the planets, the natural satellites, the sun, asteroids and comets, with strong emphasis on recent information from landers and fly-by probes. General discussion of artificial satellites and their applications, space travel and future possibilities in space exploration. Does not count toward the major. Fulfills nonlaboratory science requirement.

**108 Observational Astronomy. 4.** Topics for this course, aimed at the nonscience major, include the structure and evolution of stars, galaxies and the universe as a whole; black holes, quasars, pulsars and the question of the origin of the universe. Emphasis is on experiment and observation using the college and Three-College Observatory telescopes. Does not count toward the major. Fulfills laboratory science requirement.

**121-122 Classical and Modern Physics I, II. 4, 4** For physics majors and others interested in studying physics using calculus. Topics include Newtonian mechanics, electromagnetism, topics in modern physics, mathematical techniques and applications of computer methods for computation, data reduction and modeling of physical phenomena. Co-requisite: Math 121, 122. Fulfills laboratory science requirement. Sequence begins each fall. Evenings every third year. Last taught in the evening in Fall 1992.

**202 Digital Electronics. 4.** Self-paced laboratory course to familiarize the student with digital electronic components and measuring equipment; to provide experience in the design and construction of digital devices. For majors or nonmajors, no prerequisites. Fulfills laboratory science requirement.

**203 Analog Electronics. 4.** Laboratory course for majors in physics and other sciences to familiarize the student with analog electronic components and measuring equipment and

with the design and construction of analog systems. Prerequisites: Physics 122, Math 122. Fall of even years.

**211-212 College Physics I, II. 4, 4.** For science majors and other interested students whose mathematics background includes algebra and trigonometry but not calculus; no previous physics required. This general survey of physics includes mechanics, energy, thermodynamics, gravity, electricity and magnetism, optics, wave motions and radioactivity. Laboratory includes both traditional experiments and a strong computer component in which students learn to write BASIC programs both for computational and simulation purposes. Not recommended for physics majors. Fulfills the laboratory science requirement. Sequence begins each fall.

**223 Classical and Modern Physics III. 4.** General survey of wave phenomena including light, sound and deBroglie waves; optics; special relativity; and elementary quantum physics. This course includes a discussion of the classic experiments which helped overturn classical physics. Prerequisites: Physics 122, Math 122. Co-requisite: Math 225. Fall.

**231-232 Experimental Physics I, II. 2, 2.** The study of intermediate level techniques in experimental measurements and experimental design, including data reduction and analysis techniques and methods of presenting experimental findings by various styles of oral and written reports. Exact content varies as equipment and experiments are constantly updated. Prerequisites: Physics 122, Math 122. Sequence begins each fall.

**250 Special Topics. 2 or 4.** Elementary and intermediate topics in physics and astrophysics are offered as desired by students. Offerings have included fluid mechanics, astrophysics, observatory astronomy, and computer interfacing.

**260 Independent Study. 1-4.** Topics of interest to individual students are offered as requested. Elementary and intermediate offerings have included astrophysics, elementary particle physics and optics.

**320 Mathematical Physics I. 4.** Topics in mathematics of particular importance to scientists and engineers. Use of infinite series, integration techniques, ordinary differential equations, Fourier series and complex numbers are studied through both analytic and computational approaches. Computer methods include Simpson's Rule, Runge-Kutta, Newton-Raphson and others using both mainframe and microcomputers. Prerequisites: Math 122, Physics 122 strongly suggested. Spring.

**324 Thermal Physics. 4.** The thermal properties of matter are studied from both applied approach of thermodynamics and the theoretical analysis of statistical mechanics. Topics include the laws of thermodynamics, equations of state, first order phase transitions, partition functions, entropy and quantum statistics of particles. Prerequisites: Physics 122, Math 225. Spring.

**331-332 Experimental Physics III, IV. 2, 2.** Advanced techniques in experimental measurement and design are offered to students particularly interested in experimental physics. Exact content varies as equipment and technology evolve. Prerequisites: Physics 223, Physics 232. Sequence begins fall of even years.

## PHYSICS

**420 Mathematical Physics II. 4.** Mathematical topics of importance to students interested in theoretical physics are studied, including special functions, functions of complex variables, and partial differential equations. Problems considered include boundary value problems, the heat flow equation, the Poisson equation, the classical and Schrödinger wave equations. Both analytical and numerical solutions are studied. Prerequisite: Mathematical Physics 320. Fall of odd years.

**421 Mechanics. 4.** The study of forces and energy and their effect on the motion of particles. Topics include the motion of a particle in a force field, the dynamics of rigid bodies, the detailed study of damped, forced and coupled oscillators. Newtonian and Lagrangian formulation of mechanics, as well as computational methods of solution will be studied. Prerequisites: Physics 122, Math/Physics 320. Fall.

**422 Electromagnetism. 4.** The study of the theory of electric and magnetic fields and their interactions with matter. Topics include the use of vector calculus, Gauss's law, Ampere's law, diamagnetism, multipole fields and the law of Biot-Savart. Prerequisites: Physics 122, Math/Physics 320. Physics 203 recommended. Spring of odd years.

**423 Quantum Mechanics. 4.** The study of the theory of the interaction of particles, waves and fields in atomic and subatomic systems. Topics include the Schrödinger formulation, operator formalism and perturbation theory. Prerequisites: Physics 223, Math/Physics 320. Math/Physics 420 recommended. Spring of even years.

**441 Advanced Modern Physics. 4.** Topics in applied modern physics including the hydrogen atom and other atomic systems, nuclear physics, condensed matter and elementary particles. Prerequisites: Physics 223, Math/Physics 320. Fall of odd years.

**442 Advanced Classical Physics. 4.** Advanced topics in classical mechanics and electromagnetism. Topics may include Hamiltonian mechanics, motions of particles in non-inertial reference frames, the Maxwell equations, electromagnetic radiation, and the dynamics of relativistic particles and electromagnetic fields. Prerequisites: Physics 421, Physics 422. Physics 420 recommended. Offered on demand.

**443 Astrophysics. 4.** The study of the application of physics to astronomical systems. Topics may include stellar structure and evolution, energy generation and nucleosynthesis, the interstellar medium, radiative transfer and degenerate stars. Offered on demand.

**450 Advanced Special Topics. 2 or 4.** Offerings have included solid state physics, science and science fiction, technology and man's evolution response, and observational astronomy.

**460 Advanced Independent Study. 4.** Topics have included biophysics, the physics of ocean waves, and a variety of internships with local industries and the city engineering department.

**470 Research and Thesis. 4-8.** Although enrollment is normally during the final year, the student is expected to begin work during the intermediate years on various research projects which will culminate, under guidance, in a well-defined research project and the writing of a thesis during the

senior year, in the standard form for technical papers in physics as currently set forth in the *American Institute of Physics Style Manual*.

## POLITICAL SCIENCE

*William E. Schmickle, Associate Professor, Chair*  
*Louis B. Fike, Associate Professor*

Political science is the study of politics and government. More broadly defined, it is the study of the values, procedures, actions and institutions that relate directly or indirectly to the making of authoritative policy in society. At Guilford College political science is an integral part of the liberal arts curriculum. Perceived as both an art and a science, the discipline requires students to study political behavior in its ideological, cultural, historical and institutional settings.

**Degrees Offered.** The Bachelor of Arts degree is offered in political science.

**Major Requirements.** Eight courses (32 credits) are required for the major. All majors must take the four introductory courses in the discipline: PS 101 The American Political System, PS 102 Political Systems of Western Europe, PS 201 Introduction to International Politics, and PS 203 Classics of Political Thought. Four additional courses at the 200 level or above from departmental offerings must be taken to complete the major. Special Topics courses and Independent Study courses may be taken to fulfill requirements. Majors planning graduate studies are strongly urged to take PS 470 Senior Thesis. Thesis topics should be submitted to departmental advisers for approval near the end of the junior year.

All majors must complete four courses in a minor or related field outside the department. This should be done after consultation with advisers. Majors are encouraged to select minor fields related to their special interests or career plans after graduation. At least two of these courses must be at the 300 level or above.

**Political Science and International Studies.** Political science majors interested in International Studies may complete their major in the department with an emphasis in this field. A sound grounding in the theories and methodologies of the discipline are considered essential. It equips students for graduate studies in international affairs and provides a foundation for careers in international business, diplomacy or other public policy sectors.

Majors following this track toward a degree in political science must take the four required introductory courses in the department. In consultation with advisers, they then select four advanced courses from departmental offerings such as PS 310, 311, 312, 338, 342, or Special Topics courses in international relations at the 400 level. In addition, they must select a minor in a related discipline. For example, majors interested in international business should take relevant courses in accounting and management.

Students with broader interests and career plans may complete the minor in such area studies as Asia, Africa, Latin America or Western Europe. Language courses beyond the college requirement are essential and graduate study is strongly recommended. Close and continuous contact with depart-

mental advisers is essential for political science majors following this course of study. Some electives must be used to complete the program. Interest should be declared during the second semester of the sophomore year.

**Political Science and Management.** An increasing number of political science majors are entering the business world immediately after graduation. Those considering this kind of career should fulfill their minor requirement in accounting, economics or management. In consultation with departmental advisers, majors with these interests may arrange a combination of courses from these departments. These interests should be declared during the second semester of the sophomore year and continuous contact with departmental advisers must be maintained.

The Minor in Political Science. Students from all departments in the college may complete a minor in political science. It consists of four courses in the discipline, two of which must be at the 300 level or above. Special Topics courses and Independent Studies courses may be taken to satisfy the minor.

**Departmental Honors in Political Science.** Majors with a grade point average of 3.50 or better in the discipline and a 3.00 overall average may petition for admission into the departmental honors program. Departmental honors requires extensive reading in a selected area of the discipline and submission of an honors thesis written under supervision of a member of the department. The honors program culminates in an oral examination by three members of the faculty, two of whom must be from the department and an outside examiner. The designation of the course will be changed from 490 Departmental Honors to PS 470 Senior Thesis if the grade assigned is less than a B. Majors must petition for admission at the end of their junior year in the college. Admission is by vote of the political science faculty.

**Political Science and Teacher Education.** Political science majors interested in certification to teach social science in public schools should consult the chairperson of the Educational Studies department.

**101 The American Political System. 4.** The policymaking process in the United States, political culture, political ideologies, structure and function of both official and unofficial political institutions. Counts toward social science requirement.

**102 Political Systems of Western Europe. 4.** Comparative analysis of the political systems of Great Britain, France and West Germany; cultural traditions, political ideologies, political parties, political behavior and executive-legislative relations. Counts toward social science requirement.

**201 Introduction to International Politics. 4.** International political conflict in the modern world with particular reference to major historical trends and problems of war and peace. Counts toward social science requirement.

**202 Politics of State and Local Government. 4.** Government and politics in the American states; the federal system; the function of political parties and interest groups; the legislature, executive and judiciary.

**203 Introduction to the Classics of Political Thought. 4.** Critical analysis of great works which reflect the fundamental

themes and assumptions of Western political thought. Counts toward social science requirement.

**204 Introduction to Public Policy. 4.** An examination of the problems of developing sound public policy in areas such as the budget, the economy, social welfare, medical care, the environment, internal peace, liberty, national security, and the common good. Theory, structure, environment, strategy, instruments and values. Case studies in selected areas of substantive policy. Lectures, research project and examinations. Prerequisite: Political Science 101 or 102.

**225 The American Presidency. 4.** The concept of the executive. Nomination and election. Delegated, implied and inherent powers. Relationship to other branches of government.

**270 The Politics of Nazi Germany. 4.** A study of the origins of National Socialism and the emergence of the Nazi regime, terror and engineered consent and the long-run consequences of Nazism.

**310 Post-Soviet Politics. 4.** An examination of Soviet and post-Soviet society, politics and public policy; a brief review of Russian political history and the origins of the Stalinist state; a study of Soviet political culture; and an investigation of current revolutionary developments shaping the post-socialist post-USSR future.

**311 Comparative Political Parties. 4.** Structure, roles and functions of party systems in the policy-making processes of the Western democracies; special attention to the American party system.

**312 Culture and Politics in Germany. 4.** An examination of the cultural roots of German politics in the 20th century; the rise and decline of liberalism after 1848, the Empire, the Weimar Republic and the Bonn Republic; special emphasis on the relationship between literature, art, social change and contemporary political thought and action.

**323 Revolutionary Marxism. 4.** Comparative study of varieties of revolutionary Marxist doctrine from Marx and Engels through Lenin, Trotsky, Stalin, to Mao; and a select survey of Marxist thought in Asia, Africa and Latin America.

**337 English Constitutional and Administrative Law. 4.** A study of the English Constitution: its sources, the Crown, the Prerogative, the Privy Council, the Parliament and the Courts. A study of English administrative law, emphasizing judicial review of administrative actions.

**338 Seminar in International Politics. 4.** Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems.

**340 Politics and Strategy in World War II. 4.** A study of the aims and strategic plans of the major belligerents of World War II, the military preparedness of the participants; the impact of politics and strategy on major military operations; the politics and diplomacy of coalition warfare; and the postwar consequences of wartime political and strategic decisions.

**342 American Foreign Policy. 4.** Institutions and processes involved in making American foreign policy; the substance and selected problems of contemporary policy.

**415 National Security Policy. 4.** Study of theory and practice

related to strategy and the rise of force, formulation and execution of policy, and the international framework of national security issues, examined with consideration given to ethical dimensions of war and peace. Prerequisite: Political Science 201, 204, 338 or consent of the instructor.

**435 Constitutional Law in the Political Process I (Justice and Policy Studies 435).** 4. Role of the courts and judges in the policymaking process, with emphasis on the relationships among the three branches of the national government and between the national government and the states.

**436 Constitutional Law in the Political Process II (Justice and Policy Studies 436).** 4. Role of courts and judges in the policymaking process, with emphasis on the rights protected against national government and the states.

**450 Special Topics.** 4. May also be offered at 250 level.

**460 Independent Study.** 1-4. Reading programs, tutorials or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor. May also be offered at 260 level.

**470 Senior Thesis.** 4. Required of all students planning to enter graduate school. See department chairperson for rules and standards.

**490 Departmental Honors.** 4, 8. College requirements; specific rules and standards of political science may be obtained from department chairperson.

## PSYCHOLOGY

*Claire K. Morse, Professor, Chair*

*Jerry C. Godard, Dana Professor of Psychology and Literature*

*Jacqueline Ludel, Professor*

*William R. Rogers, Professor*

*Richard L. Zweigenhaft, Professor*

*Kathryn A. Adams, Associate Professor*

*Jeffrey Janowitz, Visiting Assistant Professor*

*Jane G. Caris, Adjunct Assistant Professor*

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth and adjustment, respect for others and social responsibility.

The psychology curriculum is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation and perception. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena; to become aware of the need for statistical orientation in the manipulation of psychological data; to avoid the simple explanation; and to recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

**Degrees Offered.** The Bachelor of Science degree is offered in psychology.

**Major Requirements.** A major in psychology consists of eight courses (32 credits). Three of these are required of all majors: General Psychology, Research Methods and either Theories of Personality or History and Contemporary Issues. The other five are to be distributed among intermediate level courses, advanced courses and electives. Majors should consult with members of the department concerning the selection of these five courses. Interested students are encouraged to consider the possibility of a "double major" or a "joint major." A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other departmental staff member.

Field experiences are strongly encouraged. Recent majors have received credit through internships for activities such as work in a community with autistic, retarded and emotionally disturbed children; with the elderly; with children at the Y.W.C.A.; and with such organizations as Switchboard and the Crisis Control Center.

Similarly, the department encourages students to pursue their interests in specific topics not offered as regularly scheduled courses through independent studies. Should a student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. The department offers guidance toward graduate training.

**200 General Psychology.** 4. Introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing and behavior disorders. Counts toward social science requirement.

**224 Developmental Psychology.** 4. Psychological aspects of human growth and development from conception through death, with emphasis on emerging capacities, expanding behavior and increasingly complex social interactions. Includes field work. Counts toward social science requirement.

**232 Introduction to Personality.** 4. The study of personality from a variety of perspectives; emphasis on different theories, techniques of assessment, and research. Counts toward social science requirement.

**290 Internship.** 4. Field experiences which are individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors.

**301 Research Methods.** 4. Application of methods for collecting and handling behavioral science data and for drawing inferences from such data. Prerequisite: Psychology 200.

**302 Learning and Behavior Modification.** 4. Laboratory course in theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Includes consideration of biological influences on the range of learned behaviors as well as introduction to cognitive approaches. Laboratory training in operant techniques. Prerequisite: Psychology 200. Alternate years.

**310 Psychology and Literature.** 4. This interdisciplinary study encourages speculation about ways in which fiction, poetry and literary theory inform the understanding of psychological concepts; methods and data, as well as considering psychological implications of particular literary works and the expe-

periences of writing and reading them. Since the content will vary, details about the course will be provided each time it is offered. Prerequisite: Psychology 200 or 232 or consent of the instructor.

**332 Industrial and Organizational Psychology. 4.** Application of psychology to problems of employee selection, motivation, training, work environment and human relations in business, industry and other organizations. Alternate years.

**336 The Exceptional Child. 4.** Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically challenged and emotionally disturbed; observation of exceptional children in specialized educational settings. Alternate years.

**337 Emotional Disturbances in Childhood. 4.** Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and treatment procedures. Observation of exceptional children in specialized educational settings. Prerequisite: Psychology 224 or 232. Alternate years.

**340 Psychobiology (Biology 340). 4.** Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years.

**342 Abnormal Psychology. 4.** Abnormal behavior studied in the context of modern life; genetics, sociocultural milieu and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.

**343 Sensory Systems (Biology 343). 4.** Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years beginning 1993-94.

**347 Social Psychology (Sociology/ Anthropology 347). 4.** Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 200 or 232 or consent of the instructor.

**441 Theories of Personality. 4.** Major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Open to senior psychology majors or by consent of the instructor.

**445 History and Contemporary Issues. 4.** Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Open to senior psychology majors or by consent of the instructor.

**450 Special Topics. 4.** Recent offerings include Psychology of Family, Aging, and Mass Media. May also be offered at 250 level.

**460 Research Topics. 1-4.** Intensive reading and/or independent research on a topic of interest to the student. By departmental approval. May also be offered at 260 level.

**470 Senior Thesis. 4.**

**490 Departmental Honors.** Credit to be determined.

## RELIGIOUS STUDIES

*Joseph W. Groves, Associate Professor, Chair ('93-'94)*

*David L. Barnhill, Associate Professor, Chair ('94-'96)*

*John H. Stoneburner, Craven Professor of Religious Studies*

*R. Melvin Keiser, Professor*

*William R. Rogers, Professor*

Religion is the dimension of mystery and ultimate meaning in life. In the exploration of this dimension through religious studies, the student encounters many questions of both personal and cultural import. Since these questions are inherently interdisciplinary, explorations of them involve not only religion but also the intersection of religion with the humanities and the arts, the natural and social sciences.

Central to the tradition of the Society of Friends is the individual religious quest into the complexity of existence. The religious studies faculty seeks to encourage students in this quest, making them aware of real and difficult questions and assisting them in working out personal answers in the light of solutions offered by contemporary culture, the Christian tradition and other religious traditions.

Students major in religious studies for various reasons: to acquire a deep and broad liberal arts education; to prepare for graduate school in order to teach in college or high school; or to prepare for careers in ministry, religious education, counseling, service and social work, or other fields that benefit from training in religious studies.

Courses are offered at different levels, each of which has specific expectations and goals.

The 100-level courses are introductory, designed for first-year and sophomore non-majors. They are accessible to entering first-year students, though perhaps with some difficulty. Normally only one 100 level course can count toward the major.

The 200-level courses are advanced introductory courses which function as core courses for the major. They are designed to serve as initial courses in the department for sophomores, juniors and seniors, and for beginning majors. Majors normally take several courses at this level.

The 300-level courses are designed for majors and for upper-level students with a strong interest in the subject matter and a background in the humanities. Religion 310 courses have no prerequisites, but assume an ability to integrate disciplines in a sophisticated manner. Other 300-level courses are designed primarily for majors and assume at least one course in religious studies. Courses are usually in a seminar format which requires active participation by all class members. Majors should have several 300-level courses.

The 400-level courses are small seminars that usually examine one or a few thinkers or issues in depth. They are designed for advanced majors or, by permission, exceptionally interested and qualified non-majors.

**Degrees Offered.** The Bachelor of Arts degree is offered in religious studies.

**Major Requirements.** The major can be fulfilled by either a Western or Comparative emphasis. In either, students take at least one course in each of six areas:

## RELIGIOUS STUDIES

- I) Contemporary Issues
  - 212 Existentialism and the Death of God
  - 220 Belief and Unbelief
  - 222 Feminist Theology
  - 415 Contemporary Theology  
(required of students in the Western track)
  - 422 Contemporary Religious Problems
- 2) Biblical Studies
  - 215 Hebrew Bible
  - 216 New Testament
- 3) Ethics
  - 103 Religion and Social Issues
  - 205 Confucianism\*
  - 233 Peace, War and Justice
  - 330 Nonviolence—Theories and Practice.
- 4) Comparative Religions
  - 105 East Asian Religions
  - 106 Religious Meaning in Japanese Film and Literature
  - 203 Buddhism
  - 204 Islam
  - 205 Confucianism
  - 251 Primitive Myth
  - 310 Islam and Modernization
  - 310 Religion and Literature in Japan
- 5) Western History
  - 101 History of Religion in America
  - 110 Quakerism
  - 235 Quaker Origins
  - 337 History of Christianity (required of all majors)
- 6) Interdisciplinary Perspectives
  - 310 Religious Freud
  - 310 Science and Religion
  - 310 Dante and the 20th Century
  - 310 Modern Poetry and Religion
  - 310 Islam and Modernization\*
  - 310 Religion and Literature in Japan\*
  - 310 Humanistic Ecology

\* Courses may count simultaneously in one of the six areas and as one of the Comparative courses.

Western track students may count a maximum of two Comparative religion courses toward the eight required courses. Students in the Comparative track take at least four Comparative courses and at least three Western courses (Religion 215 or 216, Religion 337, and a Contemporary Issues course).

In addition to courses in the six areas, all majors are required to take the Junior Year Colloquium (Religion 390) and the Senior Seminar (Religion 480) plus an additional elective course, for a minimum total of 33 credits in the major).

The major offers further opportunities for specialized study through Independent Studies, Senior Theses and Internships.

The Frederic and Margaret Crownfield Prize is awarded annually to the student writing the best paper in religious studies. The student presents the paper in a public reading.

**100 Myth, Dream, Metaphor. 4.** Consideration of the nature of religion within existence by exploring how symbols function in dream, myth and literature through such writers as Jung,

Freud, Proggoff, Eliade, Campbell, Ricoeur, McFague, Hopkins, Dylan Thomas, Woolman and C. S. Lewis. Counts toward humanities requirement.

**101 History of Religion in America. 4.** Exploration of development of religion in American culture through writings from Native Americans, Puritans, the Enlightenment, Transcendentalists, Revivalists, Utopians, African American Religion, and 20th century theological views of American religious history, in the effort to make students more aware of their religious heritage and to help them clarify personal views about religion. Counts toward humanities requirement.

**103 Religion and Social Issues. 4.** An introduction to social ethics that investigates one crucial social issue, such as racism, the nuclear dilemma, women's rights or ecology. What variety of responses do religious thinkers and activists make to the issue? What contributions can religion make to its solution? What are the limitations of a religious perspective? Counts toward humanities requirement.

**105 East Asian Religions. 4.** A study of the variety of religious beliefs and practices in China and Japan. Examines representative examples of Confucianism, Taoism, Neo-Confucianism and Buddhism, as well as a modern religious cult in Japan. The first half of the course focuses on religious philosophy in China; the second half, focuses on popular religion in Japan. Fulfills intercultural requirement or counts toward humanities requirement.

**106 Religious Meaning in Japanese Film and Literature. 4.** A close examination of six Japanese films (*Rashomon*, *Throne of Blood*, *Ikiru*, *Fires on the Plain*, *Harp of Burma* and *Woman in the Dunes*) and their literary sources (including *Macbeth*). Several definitions of religion are critically applied to the films in order to discover religious meaning in the films and texts and to question our understanding of the nature of religion. Fulfills intercultural requirement or counts toward humanities requirement.

**110 Quakerism. 4.** Origins and development of the theology, social testimonies and institutional structure of the Quaker movement from the mid-17th century to the present, and their relevance to non-Quaker thought and life. Counts toward humanities requirement.

**203 Buddhism. 4.** An examination of the techniques used to achieve, and the philosophic ideas associated with the enlightenment experience. Examines the Buddhist critique of normal consciousness. Includes both Theravada and Mahayana, and focuses on Zen. Fulfills intercultural requirement or counts toward humanities requirement.

**204 Islam. 4.** An encounter with Islam through its historical development, its religious shape and its cultural heritage. Considers the ideal expressions of Islam, its lived realities, and its role in shaping social relations. Fulfills intercultural requirement or counts toward humanities requirement.

**205 Confucianism. 4.** An examination of the history of Confucian thought. Focuses on four philosophers: Confucius, Mencius, Hsun Tzu and Wang Yang-Ming as well as the Taoist, Chuang Tau. Fulfills intercultural requirement or counts toward humanities requirement.

**212 Existentialism and the Death of God.** 4. An investigation of freedom, self, death and God in the works of Christian, Jewish and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen, Tillich and Arendt. Counts toward humanities requirement.

**215 Hebrew Bible.** 4. An examination of the Hebrew Bible with a dual focus: an exploration of religious expression through a consideration of literary style; and a study of the nature and possibility of historical reconstruction of Israelite political forms, economic structures, religious institutions and social structure. Counts toward humanities requirement or satisfies history requirement.

**216 New Testament.** 4. Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Counts toward humanities requirement.

**220 Belief and Unbelief.** 4. An examination of the intellectual and moral critiques that such thinkers as Darwin, Marx, Freud and Camus have made about religion, and the responses of such theologians as Cobb, Niebuhr, Gutierrez, Reuther, Heschel and Tillich. Counts toward humanities requirement.

**222 Feminist Theology.** 4. An exploration of 19th and 20th century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism, and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; and feminist views of society. Counts toward humanities requirement.

**233 Peace, War and Justice.** 4. An exploration of models for social ethics focusing on Christian attitudes toward violence and nonviolence. Deals with both historical and contemporary attitudes such as just war, crusade, liberation theology and pacifism. Applies these attitudes to contemporary problems (nuclear war, guerrilla war, terrorism, etc.). Counts toward humanities requirement.

**235 Quaker Origins.** 4. An investigation of the emergence of Quakerism out of Puritan, Reformation and mystical backgrounds. Focuses on the development of Quakerism in the latter half of the 17th century in terms of theology, social testimonies and institutional organization; and its relevance to non-Quaker currents of thought and life, both then and now. Counts toward humanities requirement.

**251 Primitive Myth.** 4. An examination of the nature and function of myth and symbol, and of the relationship of myth to self, sexuality, society, nature, time and ultimate reality. Explores why primitive cultures engage in imaginative play in story and ritual, and whether there is a comparable mythic dimension in our modern scientific culture. Primitive myth is compared to modern mythology through such thinkers as Campbell, Sewall, Eliade, Jung, Long, Pannikar, Gadon, and Cassirer. Counts toward humanities requirement.

**310 Interdisciplinary Perspectives.** 4. An exploration of problems lying on the boundaries between religion and the natural or social sciences and the humanities. Topics may include Freud, Jung, Rank (with psychology); science and

religion (with chemistry or geology); Dante, Arthurian myth, modern poetry and religion (with English); African-American literature and religion; religion and literature in Japan; Islam and modernization. This course may be taught jointly by faculty from different disciplines and, with changes in content, may be repeated more than once. Counts toward humanities requirement.

**330 Nonviolence: Theories and Practice.** 4. An exploration of social ethics focusing on nonviolent expression in a variety of religious and secular traditions (Christianity, Hinduism, Buddhism, social science, feminism, etc.). Emphasis on a global context for developing one's own ethic of nonviolence by developing techniques of nonviolent response and creating symbol systems appropriate to nonviolence. Prerequisite: one course in religious studies, or one course in peace and conflict studies, or consent of instructor. Counts toward humanities requirement.

**337 History of Christianity.** 4. Traces the development of Christianity from its beginnings through the end of the 19th century by a consideration of major thinkers, events and institutions. Prerequisite: two religious studies courses or consent of instructor.

**390 Junior Year Colloquium.** 1. Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career, and to life outside of college. Students complete an intellectual autobiography to further their self-understanding as students of religion. For majors in their junior year.

**415 Contemporary Theology.** 4. The contemporary Christian theological analysis of and struggle with the nature of self and God is examined in relation to forms of social domination (sexism, racism, classism, militarism and anti-Judaism) through consideration of religious thinkers such as H.R. Niebuhr, Ruether, Keller, Heyward, Nelson, Cone, Cannon, Boff, and van Buren. Prerequisite: Religion 337 or consent of instructor.

**422 Contemporary Religious Problems.** 4. An exploration of one major contemporary thinker or problem, such as Religion, Language and the Body (Merleau-Ponty); God and Language (Wittgenstein); or Religion and Symbol (Ricoeur). With changes in content, this course may be repeated more than once. Prerequisite: consent of the instructor. Counts toward humanities requirement.

**450 Special Topics.** 4. Possible offerings include Feminine Images in Biblical and Christian Literature; Propheticism: Archaic, Biblical and Modern; Passion: From Plato to Polanyi; or Social Reform and Personal Therapy: 19th and 20th century American Religion. May also be offered at 250 level.

**460 Independent Study.** 1-4. The individual formulation and completion of the study of a significant problem in the field of religion, such as Play, Celebration and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; or Women in Modern Japanese Religion. May also be offered at 260 level.

**470 Senior Thesis.** Credit variable. Individual study culminating in a thesis, which, in consultation with the adviser, may be submitted for departmental honors. A senior thesis requires a



prior semester's preparation (a 2- or 4-credit independent study) which can be counted either as a Religion 460 or as part of the Religion 470 senior thesis.

**480 Senior Seminar.** A seminar which focuses closely on one or a few religious persons or problems. Students reflect on their previous courses in religious studies and apply them to the subject discussed. The course includes reflection on the nature of religious studies and its practical applications. The course is for majors only, or by permission for students with a strong background in religious studies.

## SOCIOLOGY/ANTHROPOLOGY

*Vernie Davis, Professor, Chair*

*Laura L. O'Toole, Assistant Professor*

*Cynthia Pleasant, Visiting Assistant Professor*

Sociology and anthropology study society and culture. Since people live every aspect of life within a complex, sociocultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Sociology and anthropology help provide specific knowledge and theoretical frameworks as bases for understanding our relationships with society, culture and each other, and for comprehending and guiding sociocultural change.

The sociology/anthropology department uses the methods, theories and content of both fields in a scientific and humanistic context that emphasizes an objective appraisal of social life, concern for its quality and techniques for its improvement. Career preparation is important in the department and is based on the concept of sociology/anthropology as both humanistic and scientific.

During the college years, there are many opportunities for internships with various kinds of private and public agencies, independent study projects, off-campus seminars, special topics seminars and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high quality teaching. A semester or a summer of study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen the cross-cultural perspective.

In addition to the specific content listed, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

**Degrees Offered.** The Bachelor of Arts and Bachelor of Science degrees are offered in sociology/anthropology.

**Major Requirements.** The major consists of eight courses (32 credits), four of which are required—(1) either Principles of Sociology or Social Problems, (2) Cultural Anthropology, (3) Research Methods and (4) Social Theory. In order for students to have varying degrees of challenge in their programs, no more than two 100-level courses and no more than four 100- and 200-level courses count toward the major. The other four courses must be at the 300 and 400 levels. Additional 100- and 200-level courses can be taken as electives or to meet certain college distribution requirements.

Beyond the three courses specifically required, the variety of offerings makes it possible for each student to tailor a program to individual interests and long-range plans. These

plans may be implemented by various emphases within the sociology/anthropology program: students may train for a wide range of careers, may prepare for graduate school, or may seek certification for secondary school teaching. A minor field or a concentration, arranged with the help of an adviser, supports and broadens the emphasis in the major.

The major in sociology/anthropology can be completed at night by students enrolling through the Center for Continuing Education. The department offers an introductory course every semester, and the remaining required courses for the major are rotated on a two-year cycle. Additional work in sociology/anthropology is offered at night as needed.

**101 Principles of Sociology. 4.** The most significant principles developed in the field illustrated through problems and cultural area studies; scientific approaches to the study of society, culture, social structure and social processes. Counts toward social science requirement.

**102 Social Problems. 4.** Develops a comprehensive definition of a social problem and a frame of reference for the study of problems. Covers some of the major problems of contemporary societies. Emphasis on international and American conditions and social change. Counts toward social science requirement.

**103 Cultural Anthropology: Conflict and Cooperation. 4.** Introduction to cultural anthropology and to the Peace and Justice concentration. Draws on various approaches of anthropologists toward understanding culture and develops insights from the study of other cultures toward understanding our own. Explores the relationship of culture to issues of peace and justice. Counts toward social science requirement.

**205 Juvenile Delinquency (Justice and Policy Studies 205. 4.**

**220 Building Community (Justice and Policy Studies 220). 4.**

**224 Sociology of Sex and Gender. 4.** Impact of society on gender roles and relationship of gender roles to other aspects of society. Interrelationships between society, family and individual; cross-cultural, historical and contemporary analysis of gender roles.

**244 Conflict Resolution Strategies (Justice and Policy Studies 244). 4.** Draws on recent work in Alternative Dispute Resolution to examine conflict from the perspective of how conflicts are resolved rather than won or lost. Students will receive training in the skills and principles of negotiation and mediation, experiment with the use of these skills and strategies in their own day-to-day social interaction, learn about recent developments and applications in the field of conflict resolution, and explore the conceptual basis for these approaches.

**265 Racial and Ethnic Relations. 4.** Racial and ethnic differences, similarities, relationships and attitudes about race and ethnicity; present status of racial and ethnic groups; dynamics of their changing relations.

**290 Internship. 4.** Supervised and reported experience in social agencies, organizations or related institutional services. Only 4 credits may count toward major.

**318 Demography (Justice and Policy Studies 318). 4.** Theory, determinants and consequences of population conditions; size and distribution; composition, vital processes, migration and growth of population; emphasis upon social demography



and problem aspects. Prerequisite: SOAN 101, 102 or 103.

**321 Sociology of Rural and Developing Areas. 4.** Agrarian social organization, economic institutions, demographic conditions, political institutions and nonempirical orientations of developing nations. Emphasis on modernization, dependency, cultural accumulation and systems theories. Fulfills intercultural requirement. Prerequisite: SOAN 101, 102 or 103.

**333 Criminology (Justice and Policy Studies 333). 4.**

**339 Methods of Research. 4.** Examination of the scientific method; the philosophy, logic and potential of social science; introduction to the major research methods and techniques of sociology and anthropology. Open only to majors or by consent of the instructor. Prerequisite: SOAN 101, 102 or 103.

**345 Personal and Social Change. 4.** Utilizes various models to examine the processes of culture change. Explores role of individuals in social change. Looks at practitioners of change and explores value implications of different models as well as strategies for intervention. Prerequisite: SOAN 101, 102 or 103.

**347 Social Psychology (Psychology 347). 4.**

**353 Cultural History of Latin America. 4.** Contemporary cultures and societies; current levels of development and social problems; projected development; historical antecedents, including Iberian and pre-Colombian cultures, discovery and conquest, colonial empires and institutions, and the emergence of the independent republics. Fulfills intercultural requirement. Prerequisite: SOAN 101, 102 or 103.

**358 African Cultures. 4.** Survey of traditional culture patterns in Africa south of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and African writers. Fulfills intercultural requirement. Prerequisite: SOAN 101, 102 or 103.

**365 Community Power and Organization. 4.** Basic concepts and approaches in the study of community power and organization. Emphasis on theoretical and methodological analysis of community power. Applies the methods of community analysis to a specific field study of a local community organization. Combines sociological theory and practice in understanding local social issues. Prerequisite: SOAN 101, 102 or 103.

**440 Social Theory. 4.** Basic social theory and nontheoretical thought; early philosophical bases, 19th century thought, and contemporary theory; current state, usefulness and shortcomings of the existing body of social theory; emphasis on social and cultural systems. Open only to majors or by consent of the instructor. Prerequisite: Sociology/ Anthropology 339.

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.**

**470 Senior Thesis. 4.**

**490 Departmental Honors. 4.** Honors and credit for grade of B or above; credit only for grade less than B.

## SPORT STUDIES

*Michael J. Welch, Associate Professor, Chair*  
*Joyce P. Clark, Associate Professor*  
*Kathleen A. Tritschler, Associate Professor*  
*Peter J. Farmer, Visiting Assistant Professor*

Programs in the department of sport studies include professional preparation in physical education, sport management and sports medicine. An elective activity program is also offered.

Students in the elective activity program may receive up to 4 academic credits in courses including aikido, aquatics, horseback riding, physical fitness, racquetball, softball, tennis, yoga and weight training. Each course may be taken a maximum of three times for credit.

**Degrees Offered.** A Bachelor of Science degree program in physical education (teacher/coach preparation) offers the potential for teacher certification in kindergarten through secondary school. Candidates participate in laboratory experiences in area schools, recreation programs and in facilities for exceptional persons. Physical education majors may also select a non-certification track.

A Bachelor of Science degree program in sport management is offered for those students desiring a career in one of the many segments of the sport business community. This interdisciplinary program is conducted in cooperation with the college's department of management.

A Bachelor of Science degree program is offered in sports medicine. Students desiring to pursue careers in sport injury management (athletic training), allied medical/health fields (physical therapy), or exercise science are afforded the opportunity to study in the specific area of their choice.

All three sport studies major programs contain strong interdisciplinary and field-based components with significant opportunities for practical experience.

**100 Elective Activities. 1.** Instruction in a variety of sport, fitness and dance activities.

**101-105 Professional Activities. 1.** Courses designed to provide the physical education major with knowledge and skills in movement/sport areas that are essential to public school physical education instruction. Each course includes analysis of movement/sport skills, teaching progressions, drills, and materials and methods for instruction.

**101 Professional Activities: Volleyball & Tennis.**

**102 Professional Activities: Basketball & Softball.**

**103 Professional Activities: Soccer & Track/Field.**

**104 Professional Activities: Gymnastics & Dance/Rhythms.**

**105 Professional Activities: Aquatics & Outdoor Adventure.**

**200 Fitness for Living. 2.** A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs and the relationship of fitness to health. Laboratory, lecture and participation classes will be included. Elective; open to all students.

**220 Foundations and Principles of Sports Medicine. 4.** An introduction to the academic discipline and professions of sports medicine, as well as a study of the organization and administrative aspects of a sports medicine program.

**230 Introduction to Sport Management. 4.** An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports industry community.

Table 5.

DEPARTMENT OF SPORT STUDIES  
Major Program Requirements

The following courses are required for completion of the physical education, sport management and sports medicine majors:

Physical Education <sup>+</sup> (K-12 Certification) Major Courses		Sport Management Major Courses		Sports Medicine Major Courses	
SPST 101	1	SPST 230	4	SPST 220	4
SPST 102	1	SPST 247	4	SPST 245	4
SPST 103	1	SPST 332	4	SPST 321	4
SPST 104	1	SPST 336	4	SPST 323	4
SPST 105	1	SPST 432	4	SPST 336	4
SPST 240	4	SPST 434	4	SPST 421	4
SPST 244	4	SPST 438 & 439	4-8	SPST 425	4
SPST 245	4	SPST 441	4	SPST 428 & 429	4-8
BIO 341	4			SPST 443	4
SPST 321	4		32-36		
SPST 323	4				36-40
SPST 336	4				
SPST 347	4				
SPST 350	1				
SPST 360	1				
SPST 370	1				
SPST 441	4				
SPST 443	4				
	48				
Related Courses		Related Courses		Related Courses	
PSY 224*	4	ECON 222	4	BIO 341	4
Plus two courses from:		ACCT 201	4	BIO 342	4
IDS 401 (ED)*		ACCT 202	4	CHEM 111/112 or	8
PHIL 100 (ED)*		MGMT 241	4	PHYS 211/212	
Intercultural (ED)* or		MGMT 321 or 341	4	Science elective (adviser approved)	4
SOAN 101, 102, 103*	8	MGMT 324	4		20
ED 201	4				
ED 202	4		24		
ED 203	4				
ED 301	4				
ED 312	4				
ED 420	4				
ED 440	12				
	36-48				

\* Course also fulfills college core requirement.  
+ Requires double major.

**240 Foundations and Principles of Physical Education.** 4. A study of the historical and philosophical bases for physical education as an academic discipline and as a profession.

**242 First Aid.** 2. A study of basic first aid and emergency care procedures resulting in American Red Cross first aid and cardiopulmonary CPR resuscitation certification.

**244 Health and Wellness Perspectives.** 4. A study of the basic concepts of personal and community health from a wellness perspective. Emphases are on: (a) contemporary health issues of special concern to young adults; and (b) health issues of professional concern to those aspiring to careers in sports medicine, physical education and coaching.

**245 Prevention and Care of Physical Activity Injuries.** 4. An examination of current practices and procedures in the prevention and care of human performance and sports injuries. Students are also instructed in basic emergency care and techniques of cardiopulmonary resuscitation (CPR).

**247 Historical and Philosophical Perspectives on Sport.** 4. A study of the history of sport in ancient cultures through 20th century America. Content also includes perspectives on the major philosophical influences on sport in different historical eras.

**290 Internship in Sport Studies.** 2-4. Supervised internship in physical education, sport management or sports medicine. Prerequisite: Sport Studies 220, 230 or 240.

**321 Kinesiology.** 4. A study of the neuromuscular and mechanical principles which influence human movement. Prerequisite: Biology 341.

**323 Exercise Physiology.** 4. A study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory and nervous systems and various training programs and testing procedures related to each. Prerequisite: Biology 341.

**332 Research Methods in Sport and Physical Education.** 4. A study of the methods and materials utilized in sport research.

**336 Psychological and Sociological Aspects of Physical Activity.** 4. An examination of basic psychological and sociological concepts and theories as they apply to humans engaged in the physical activity of sport and exercise.

**347 Elementary and Adaptive Physical Education.** 4. A study of the methods and materials used in teaching physical education to children in grades K-6. An individualized movement approach to instruction is emphasized. Includes curricular models and program administration. Has required field experience in an elementary school setting. Prerequisites: Sport Studies 240, 244.

**351-359 Seminars in Athletic Coaching.** 1. Field-based courses that examine coaching of a particular sport. Content includes conditioning techniques, skill instruction, strategy development and various coaching systems. Pass/fail grading. Credit is given for up to three seminars.

**351 1. Seminar in Coaching Football**

**352 1. Seminar in Coaching Basketball**

**353 1. Seminar in Coaching Volleyball**

**354 1. Seminar in Coaching Baseball/Softball**

**355 1. Seminar in Coaching Track/Field**  
(Other coaching seminars offered periodically.)

**360 Seminar in Physical Education Teaching.** 1. A field-based course that provides firsthand observation and experience in teaching physical education content in a school environment. May be repeated three times.

**361 Organization and Administration of Intramurals.** 1-4. A study of the organizational and administrative concepts involved in the development and implementation of an effective intramural program. May be repeated.

**370 Special Populations Seminar.** 1. A field-based course that provides firsthand observation and experience in teaching physical movement activities to one or more persons with special needs. Setting may be a school, clinic, hospital, etc. May be repeated three times.

**421 Perspectives in Nutrition.** 4. A study of the science of nutrition, especially as it applies to humans engaged in the physical activity of sport and exercise. Content includes nutrition basics, energy-yielding nutrients, energy production and balance, vitamins and minerals, and nutritional effects on the life cycle. Fulfills nonlaboratory science requirement.

**425 Advanced Concepts in Sports Medicine.** 4. An introduction to the physiological principles and operational procedures of contemporary therapeutic modalities and therapeutic exercise as they relate to the care and treatment of physical activity injuries. Prerequisites: Sport Studies 245, 321, 323.

**428-429 Preprofessional Experience in Sport Medicine I, II.** 2-4, 2-4. Preprofessional field experience in sports medicine, including such areas as athletic training, physical therapy, exercise physiology, and exercise prescription and leadership. For senior sports medicine majors.

**432 Legal Aspects of Sport.** 4. A study of the legal aspects of sport in contemporary society. Emphasis is placed on those legal issues that relate to amateur sports.

**434 Seminar in Sport Management.** 4. An applied study of problems, issues and trends in sport with a systematic review of the material in other sport management courses. For senior sport management majors.

**438-439 Preprofessional Experience in Sport Management I, II.** 2-4, 2-4. Preprofessional field experience in sport management. For senior sport management majors.

**441 Organization and Administration of Sport, Exercise and Physical Education.** 4. A study of the organizational and administrative processes in athletic and exercise programs and school physical education programs. Emphasized are administrative philosophies, programming, legal issues and budget theory. Prerequisites: Sport Studies 240 or 330.

**443 Measurement and Evaluation in Sport, Exercise and Physical Education.** 4. A study of assessment in sport, exercise/fitness and physical education. Emphasis on measurement techniques appropriate for field evaluation of psychomotor, cognitive and affective objectives in school and non-school settings. Includes basic statistical techniques, grading and program evaluation. Prerequisites: Sport Studies 220 or 240; Math 112 recommended.

**450 Special Topics. 4.** May also be offered at the 250 level.

**460 Independent Study. 1-4.** Independent research in an area of special interest under the direction of appropriate faculty. Prerequisite: consent of the department. May also be offered at the 260 level.

## THEATRE STUDIES

John Zerbe, Assistant Professor, Chair  
Ellen J. O'Brien, Associate Professor  
Albert Juhrend, Assistant Professor

The department of Theatre Studies seeks to develop flexible collaborative artists capable of creating and appreciating theatre that explores and illuminates the human condition. Classes offer both majors and nonmajors the chance to explore the process by which actors, designers, directors, scholars and technicians interpret a playscript and translate a shared vision of its meaning into the medium of theatrical production. The course of study fosters an holistic vision of theatre's component parts while giving students the opportunity to identify their own areas of talent, and to develop the skills, both analytical and creative, essential to becoming a theatre practitioner. The integration of theory and practice is fundamental to the program, as it is to successful theatre, and the conceptual learning of formal coursework is therefore augmented by laboratory work in the form of theatrical productions.

Faculty members are also practicing theatre artists, working in professional theatre as actors, directors, text coaches, designers or technicians.

Recognizing that guest artists are essential to the vitality of any theatre program, the department brings practicing theatre artists of high calibre to the campus regularly, some for one-day workshops and others for residencies of up to six weeks. Recent Guest Artists have included Paul Whitworth, an actor and director who has worked with the Royal Shakespeare Company, Shakespeare Santa Cruz, and the Crucible Theatre; Nephelie Andonyadis, a designer from the Yale School of Drama; Susan Yankowitz, an award-winning playwright formerly with the Open Theatre; and Felix Ivanov, a movement specialist from Russia.

**Degrees Offered.** The Bachelor of Arts degree is offered in theatre studies.

**Major Requirements.** The major in Theatre Studies includes the following six required courses: The Art of Theatre; Drama and Theatre I; Drama and Theatre II; Fundamentals of Acting; Fundamentals of Directing; and Fundamentals of Design and Production. Four semesters of Theatre Practicums are also required: these must include Stage Management or Properties; and two others from among such areas as costume, lighting, makeup, publicity, sound, box office, house management, and a fourth in either design or performance.

Majors also must complete two electives drawn from other departmental offerings. These courses provide the student with an opportunity to delve more fully into her/his primary area of interest.

The related field should carefully be defined in consultation with the adviser to support the student's particular focus within the major. It must include one course in Shakespeare

and one course in non-Shakespearean Dramatic Literature. Two elective courses are also required and may be drawn from a single area of study or combined areas such as history and psychology or philosophy.

Many areas of study are valuable to theatre artists, and students are encouraged to think broadly and imaginatively about the design of the related field. The following fields are particularly recommended: English, Renaissance History/Literature, Foreign Language/Literature, History, Art, Religious Studies, Intercultural Studies, Classics, Philosophy, Psychology, Medieval Studies, Music, and African-American Studies.

The development of theatre artists requires extensive practical experience as well as a strong theoretical foundation. Students, therefore, are required to work regularly on departmental productions, taking a variety of responsibilities. Summer internships in professional theatre are also strongly encouraged as an integral part of a theatre education. Where appropriate, such internships may be used to fulfill part of the practicum requirement.

**150 The Art of Theatre. 4.** Exploration of the collaborative creative process used by directors, designers and actors in the making of theatrical art. Focus on the interaction between intuition and textual analysis in the conception of both realistic and non-realistic productions. Theoretical readings and practical projects. Fulfills creative arts requirement.

**155 Fundamentals of Design and Production. 4.** Exploration of all design and technical positions found in the theatre with an emphasis on the interactive relationship of these various collaborators. Primary focus on the creative design process, from initial interpretation through conception and execution. Required laboratory work on production. Fulfills creative arts requirement.

**205 Fundamentals of Acting. 4.** Stanislavskian approach to basic analytical, psychological, vocal and physical skills required by the actor's creative process. Work on the actor and self, the actor and text, and the collaboration between actors. Based in modern American Realism. Fulfills creative arts requirement.

**208 Technical Production. 4.** Theoretical and practical study of technical theatre, including stage carpentry, drafting, technical problems and technical direction. Hands-on work in scenic studios and on college production culminates in a final project. Minimum of 25 hours of laboratory work. Prerequisite: Theatre 155 or consent of instructor. Alternate years.

**220 Design for the Theatre. 4.** Theoretical and practical study of design for theatre scenery, lighting and costume. Emphasis on process as well as final product. A final project encompassing all design aspects will be required. By permission. Alternate years.

**250 / 450 Special Topics. 1-4.** Topics might include Actor and Text, Voice and Body, Make-up, Directing Studio, Playwriting, Scene Painting, Lighting Design, studies of individual playwrights.

**251 Practicum: Costume. 1.** Theoretical and practical work in costume for the theatre. Includes work on costume crew for mainstage production. By permission.

**252 Practicum: Lighting.** 2. Theoretical and practical work in lighting for the theatre. Includes work on lighting crew for mainstage production. By permission.

**253 Practicum: Publicity.** 2. Theoretical and practical work in theatre publicity. Manage publicity for mainstage production. By permission.

**254 Practicum: Sound.** 1-2. Theoretical and practical work in sound for theatre. Includes work on sound crew for mainstage production. By permission.

**255 Practicum: Box Office Management.** 1. Theoretical and practical work in box office management. Includes work as ticketing agent for mainstage productions. By permission.

**256 Practicum: Makeup.** 1-2. Theoretical and practical work in stage makeup. Includes work on mainstage production. By permission.

**257 Practicum: Design.** 1-2. Theoretical and practical work in design. Includes work as an assistant or co-designer on a mainstage production. By permission.

**258 Practicum: Performance.** 1-2. Theoretical and practical work in either acting or directing. Includes work as either an actor with a major role or an assistant director for a mainstage production. By permission.

**259 Practicum: House Management.** 1. Theoretical and practical work in house management. Includes work on mainstage production. By permission.

**261 Fundamentals of Directing.** 4. Development of the creative tools used by a director, first in interpreting a play script and then in conceiving and executing its production in the theatre. Focus on analytical and communication skills. Integrates conceptual work with practical staging exercises. Study extends to the exemplary work of great directors. Alternate years.

**281 Early Shakespeare (English 281).** 4.

**282 Late Shakespeare (English 282).** 4.

**290 Internship.** 4. Internships in professional theatre are strongly encouraged. May be applied to the practicum requirement where appropriate.

**300 Drama and Theatre I: Greek through Medieval.** 4. History and Dramatic literature of Western Theatre from the Greeks through the Middle Ages. Study of major plays in relation to the theatre spaces and conventions of their times and to their political, social and intellectual contexts. Counts toward humanities requirement. Alternate years.

**301 Drama and Theatre II: Renaissance through Romantic.** 4. History and Dramatic literature of Western Theatre from the Renaissance through the Romantic period. Study of major plays in relation to the theatre spaces and conventions of their times and to their political, social and intellectual contexts. Counts toward humanities requirement. Alternate years.

**305 Acting Studio.** 4. Development of openness in the actor's own instrument: the self. Emotional honesty through an integration of Stanislavskian principles with techniques for moment-to-moment spontaneity and truth. Extensive physical work is used as a means for the actor to draw on his or her own inner resources. Improvisation and scene study. Modern and classical drama. By permission. Alternate years.

**308 Modern Drama. (English 308)** 4. Dramatic literature of Western Theatre from late 19th century Realism to present post-Absurdism. Study of major plays in relation to stylistic conventions of their times and to their social, political and intellectual contexts. Examines the relevance of these plays to our current context. Counts toward humanities requirement. Alternate years.

**320 Voice and Diction.** 4. Development of the expressive potential of the human voice. Freeing sound through relaxation. Connecting the voice to the breath stream. Opening up vocal resonance. Strengthening the articulators. May include work on international accents. Applicable to the communications concentration. Offered every third year.

**350 Practicum: Properties Management.** 2-4. Study and practice in design, collection and construction of stage properties. Manage properties for mainstage production. By permission.

**351 Practicum: Stage Management.** 4. Theoretical and practical work in stage management, including stage management of mainstage production. By permission.

**460 Independent Study, 1-4.** Independent research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing or performance theory.

**470 Senior Thesis.** 4. Preparation and execution of a major project in a graduating senior's primary area of interest. Projects may take various forms such as an extended scholarly essay, playing a major role in a faculty-directed production, designing a faculty-directed production, or directing a mainstage production in the department season. Typically a two-semester course of study with research/preparation in the first and execution in the second. By application to department faculty.

## VII. INTERDISCIPLINARY CONCENTRATIONS

Interdisciplinary concentrations provide students with strong programs crossing departmental boundaries. While these concentrations do not comprise major fields of study, they may serve as related fields, minors or coherent plans of study for students with special interests. Guilford College currently offers eight interdisciplinary concentrations. For additional information, see the contact person listed for each.

### AFRICAN-AMERICAN STUDIES

The African-American studies concentration introduces African-American culture, history and aesthetic values and provides a basis for better understanding among people in a multiracial society.

This concentration complements student preparation in education, law, medicine, history, political science, sociology and the fine arts.

#### Requirements

Four 4-credit courses are required; one may be a 4-credit internship or independent study. The following courses are offered regularly at Guilford College:

- History 225, African-American History from 1619 to the Present;
- Music 115, Traditional African-American Music;
- Sociology/Anthropology 265, Racial and Ethnic Relations; and
- English 313, African-American Literature

Additional courses are listed by departments and offered irregularly. Others can be taken at area colleges and universities through consortium programs. Contact person: Adrienne Israel.

### CLASSICS

In order to acquaint students with their historical and humanistic heritage, the classics department offers a wide array of courses in the classics and the classical languages, providing a suitable related field for several major disciplines.

A concentration in classics consists of any five courses in classics or classical languages and may include courses from other departments which focus on the classical world. See Section VI for a detailed listing of courses. Contact person: Academic Dean.

### COMMUNICATIONS

The communications concentration is open to students of any major and satisfies the college requirement for a minor. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The concentration is concerned with the broad social, moral and philosophical issues, as well as with the improvement of communication skills.

This concentration should be considered as a core of courses which could be extended in a more focused way through additional courses, independent study and internships. Students interested in public relations or advertising, for instance, could take additional courses in art and management, while majoring in English. They also could learn practical skills through involvement with college media (such as the

radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The concentration should be particularly useful to people considering careers in any field of communications (e.g., newspapers, radio or television) or business management. The concentration, however, should be worthwhile in general for any student, enhancing his or her college performance and making a useful offering on a transcript for job applications in many fields.

#### Requirements

Four 4-credit courses are required; one may be a 4-credit internship. At least one course must be selected from each of the following categories:

- I. Oral Communication
  - Public Speaking (General Studies 100)
- II. Written Communication
  - Journalism (English 213)
- III. Issues and Theory
  - Mass Media (Psychology 250)
  - Other theory-based courses

For those students who choose to take a second course from one of these categories (rather than performing an internship), the second course can be chosen from various other courses in oral communication, written communication, or issues and theory. Contact person: Richard Zweigenhaft

### THE COMPUTER

The computer serves many disciplines in today's world and is rapidly becoming the appropriate tool for an ever-growing diversity of tasks. An increased understanding of how these versatile machines are used and an expanded awareness of both the opportunities and problems they present to contemporary society are the dual goals of the computer concentration.

This interdisciplinary concentration is open to students who can demonstrate competency in word processing and programming in a language, such as Fortran, Pascal, "C" or Basic. Courses which address such competencies include: Geology 105, Physics 121 or 211, or Mathematics 113 (programming only). Word processing techniques are also covered in some sections of English 150 and 151.

#### Requirements

Upon admission to the concentration, students are expected to complete four courses, one in each of the following areas:

- I. Comparative or high level Computer Languages
- II. Database Management, or Mathematics for the Physical Sciences
- III. Computer Ethics
- IV. One of the following courses:
  - Systems Analysis/Computer Interfacing
  - Mathematics for the Physical Sciences
  - Numerical Analysis
  - Research Methods (in the student's major, after consultation with the concentration adviser).

Contact person: Peter Bobko

## ENVIRONMENTAL STUDIES

The environmental studies concentration gives students in all majors the opportunity to relate their major fields to environmental problems facing the world.

### Requirements

The concentration consists of four courses: Environmental Science (Biology 212), Environmental Geology (Geology 131), Environmental and Resource Economics (Economics 344), and Demography (Sociology/Anthropology 318). Additional courses may be substituted for those above upon approval of the Environmental Studies concentration coordinator. A track focused on environmental problems in geology has been established in the geology department for students pursuing either degree, A.B. or B.S., in the geology major.

The faculty for the environmental studies concentration is involved in a broad variety of public issues, including demography in Guilford County, studies of the long-term availability of water for the Piedmont area and environmental advisory work for the Guilford County Board of Commissioners. There is constant opportunity for student participation in these and other activities. Contact person: Marlene McCauley

## INTERCULTURAL STUDIES

Guilford's intercultural studies concentration is based upon the premise that an acquaintance with diverse cultural traditions will broaden the student's perspectives and so contribute to personal development. The primary aim of the intercultural curriculum is to break the constrictions of the Western mold by exposing the student to radically different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of the interdependence of geographic areas in the 20th century.

### Requirements

The intercultural studies concentration is an interdisciplinary program focusing upon: (1) political, social, religious, intellectual and aesthetic values which lie outside the mainstream of the Western experience; and (2) the process of institutional and cultural change in the developing nations. A concentration consists of four courses in one of the geographic areas—East Asia, Africa/Middle East or Latin America. The intercultural studies concentration should be planned by the student, the academic adviser and the director of intercultural studies.

Students major in one of the above geographic areas by pursuing a major either in International Studies or Humanistic Studies. Other courses available at consortium schools should be considered when defining these majors with faculty advisers. Contact person: Dorothy Borei

## MEDIEVAL STUDIES

The medieval world has been profoundly formative of our modern world but also provides an illuminating contrast that may help us live in and understand our present.

Medieval studies is inherently interdisciplinary, exploring such matters as: the search for meaning in life; the encounter with diverse cultures; the groping for truth through reason, faith and experience; the confrontation of three great world religions (Christianity, Judaism and Islam); the blending of religion, the arts and science; the origins of romantic love and

modern individualism; the beginnings of bourgeois society out of feudalism; the start of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West.

Beyond exploring such richness, medieval studies can be a means to a broader and deeper understanding of what it is to be human and to enhancing one's own growth toward intellectual and spiritual maturity.

### Requirements

The concentration consists of six courses.

- I. The Introduction
  - Medieval People (GST 225 or 226)
- II. Four departmental courses
  - Chaucer and His Age (English 370)
  - Medieval and Renaissance Romance (English 450)
  - British Literature (English 221)
  - History of Christianity (Religion 337)
  - Survey French Literature I (French 311)
  - Africa to 1800 (History 241)
  - Russia to 1881 (History 337)
  - History of Christianity (Religion 337)
  - Ancient and Medieval Western Philosophy (Philosophy 201)
  - Introduction to the Classics of Political Thought (Political Science 203)
  - Art History Survey I (Art 270)
  - Medieval Civilization (History 233)
  - Introductory Latin (Latin 101 and 102)
  - Other courses as approved by contact persons
- III. Exit Course
  - Designated IDS 401 course, such as: Arthurian Myth; Realization of the Self through Love; Medieval Masterworks: Religion, Literature and the Visual Arts; or Dante and the 20th century.

If chosen carefully, these courses can fulfill most of the distribution requirements, welding them into a coherent whole. Contact persons: Elizabeth Keiser, Melvin Keiser.

## PEACE AND CONFLICT STUDIES

The peace and conflict studies concentration encourages the pursuit of knowledge and skills that will prepare students to deal more effectively with conflict and to foster peace and justice. It is designed to bring together students and faculty from various disciplines who have a particular interest in understanding and addressing the problems of violence, war and injustice.

Peace and conflict studies emphasizes interdisciplinary perspectives such as the relationships of politics, religion, economics and social organization. The concentration stresses the relationships among self, others, community, nation, and global systems, and explores the structural interconnections of specific world conflicts.

Through understanding these relationships, students can contribute more effectively toward shaping the world in which they live. Peace and conflict studies seeks to prepare students to act with greater creative potential in dealing with complex social problems.

## INTERDISCIPLINARY CONCENTRATIONS

### Requirements

The concentration includes one course from each of the following four categories, plus an internship:

- I. Entry Course
  - Religion and Social Issues (Religious Studies 103)
  - Cultural Anthropology: Conflict and Cooperation (Sociology/Anthropology 103)
- II. Theories, Perspectives, Concepts
  - International Politics (Political Science 201)
  - Peace, War and Justice (Religious Studies 233)
  - International Economics (Economics 432)
  - Women/Body/Voice (IDS 401/Religious Studies 450)
  - Personal and Social Change (Sociology/Anthropology 345)
  - Revolutionary Central America (Sociology/Anthropology 450)
- III. Personal Development and Skills
  - Nonviolence: Theories and Practice (Religious Studies 330)
  - Conflict Resolution (Sociology/Anthropology or Justice and Policy Studies 244)
  - Building Community (Justice and Policy Studies 220)
  - Trust and Violence (Justice and Policy Studies 424)
- IV. Exit Course
  - Specially designated IDS 401's (for example, Human Ecology, Community and Commitment, International Economic Sanctions)

Periodically special topic courses are offered for the concentration. These courses and any other substitutions must be approved by the Concentration Committee. Contact person: Joe Groves

## WOMEN'S STUDIES

The women's studies concentration is designed to provide the opportunity for students (men and women) to focus on women's experiences from a number of different disciplinary perspectives. This concentration also seeks to study and clarify issues of gender definitions of women and men and to study efforts to foster gender equality.

The concentration should be useful for students who want to explore in more depth women's historical, economic, social, political, religious and artistic contributions. The concentration provides an opportunity for analyzing and theorizing about an area of important social change.

### Requirements

Four of the following courses (including at least one IDS 401 course, such as Women & Work) plus an internship:

- History of Women in America (History)
- Women's Literature (English)
- Sociology of Sex and Gender (Sociology/Anthropology)
- African-American Women's Literature (English)
- Women & the Economy (Economics and IDS 401)
- Spanish & Latin American Women's Literature (Spanish)
- Human Sexuality (Sport Studies)
- Feminist Theology (Religious Studies)
- Feminist Theory (Philosophy)
- Family Violence (Justice and Policy Studies)
- French Women's Literature (French)
- Women/Body/Voice (IDS 401)

Contact person: Carol Stoneburner

## VIII. STUDIES ABROAD

The courses listed below are regularly offered in the semester abroad programs. Others may be added each year. Faculty leaders generally offer an additional course.

### Beijing

**450 Intensive Chinese.** 10. Fulfills language requirement.

**Course offered by faculty leader.** 4. May fulfill intercultural requirement.

**China culture course.** 2.

### Brunnenburg

**101 A beginning course in the Italian language.** 3. Students who wish to take Italian to fulfill their language major will have to take second-semester Italian at UNGG. Required.

**250 Saints and Heroes of the Middle Ages.** 3. An examination of medieval culture through a study of the cult of the Saints, Christian iconography and epic poetry. This course will use the Brunnenburg Castle as well as surrounding churches, cathedrals, monasteries and other castles for the study. Required. Fulfills IDS 401 and may be used for elective history credit with approval of department.

**250 Ezra Pound's *The Cantos*.** 3. A study of the epic poem

through an examination of *The Cantos*. This analysis also relates history to the various cantos. Attention will also be given to questions arising from the reading of the cantos that relate to the political and economic vision of Ezra Pound. Required. May receive elective credit in English or major credit for English majors.

**250 Agro-Archeology.** 3. An introduction to the history and pre-history of agriculture, drawing from the resources of the Tyrolean Alps. Bi-weekly field trips. An examination of the impact of changes in agriculture on the social and religious realm as reflected in myth, legends, customs and beliefs. Required. May be used for elective SOAN credit or major credit for SOAN majors.

**250 GST Orientation.** 1. Preparation for the semester in Brunnenburg with introduction to the historical background of the area, the problems related to the German-Italian cultures in the South Tyrol, and issues pertaining to Ezra Pound. Also focuses on observation skills, coping with culture shock and adapting to another culture. Required.

### Ghana

**250 African Studies.** 4. An interdisciplinary overview of African history, geography, art and culture. Pending approval of Curriculum Committee.



**250 Beginning Two. 4.** For elective language credit. Pending approval of Curriculum Committee.

All other courses to be selected from the catalog of the University of Cape Coast and approved by individual departments.

## Guadalajara

**250 Mexican Economic Development.** Fulfills intercultural requirement or counts toward social science requirement.

**250 GST Mexican Culture.** Fulfills intercultural requirement.

**250 GST Community Development.** The theory and practice of community development. Included is a field component which introduces students to some of the special problems involved in developmental projects. Students work with and get to know a diversity of people. Fulfills intercultural requirement. Required.

**250 Crisis in Central America.** Analysis of contemporary Central America covering political strategy, historical background, religious development, and recent economic events. Fulfills intercultural requirement.

**250 Contemporary Mexican Literature.** Fulfills intercultural requirement.

**250 Intensive Spanish. Four hours per day.**

**250 Semi-Intensive Spanish. Two hours per day.**

**250 GST Orientation. 1.** Preparation for Mexican culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock and adapting to another culture. Required.

**450 Mexican Art.** Fulfills intercultural or creative arts requirement.

## London

**250 British Art and Architecture. 4.** Covers Medieval Norman, Gothic, Classical Baroque and Revival architecture as well as painting from the 16th and 17th centuries. Classroom lectures and field trips to the great public galleries and to major architectural edifices. Fulfills the creative arts requirement.

**250 British Theater. 4.** A course designed to take advantage of the season's theatrical offerings. Classroom introduction to British drama from Shakespeare to the present day and weekly attendance at performances. Partially fulfills Guilford's humanities requirement. Fulfills elective credit in English major.

**250 GST Orientation. 1.** Preparation for British culture with some introduction to historical background of London and preparation in observation skills, coping with culture shock and adapting to another culture. Required.

**450 Anatomy of Britain. 4.** An examination of the political and economic structure of contemporary Britain. Includes discussions with party leaders and civil servants and a tour of Parliament with a member of the House of Commons. Counts toward the social science requirement.

## Munich

**101 Introductory German I. 4.** Introduction to understanding, speaking, reading and writing German.

**201 Intermediate German. 4.** Review of German grammar. Readings in modern German prose. Practice in writing short essays. Class conducted in German.

**250 German Art History. 4.** A survey of European painting and architecture from the Renaissance to the 20th century. Course includes visits to Munich's art galleries and to buildings of architectural interest (Medieval, Baroque, and Rococo) throughout the city. Fulfills creative arts requirement.

**250 German Philosophy. 4.** Survey of German philosophy from Kant to Nietzsche. Counts toward humanities requirement.

**250 Policy and Politics in Germany. 4.** Comparative survey of the political systems of the two Germanys before reunification and an analysis of the problems of reunification. Covers the period since the Second World War with update to the present. Partially fulfills the social science requirement.

**250 GST Orientation. 1.** Preparation for German culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock and adapting to another culture. Required.

**301 Intermediate Composition. 4.** Discussion of and practice in German language composition with analysis of diverse related readings.

**450 German History 1871-1945. 4.** Major developments in German history from the foundation of the German Empire through the First World War, the Weimar Republic and Nazi Germany. Fulfills the history requirement.

## Paris

**250 French Art and Literature. 4.** A course designed to familiarize students with major writers, painters, and artistic movements from the 1850s to the 1930s. The course involves readings, class discussions and field trips. Fulfills creative arts requirement.

**250 French Grammar. 8.** A course offered through the Sorbonne which consists of drilling of verbs, sentence structure, pronouns, all grammatical areas, reading in original texts, use of the language lab. Placement (introductory, intermediate, advanced) based on proficiency examination. Required.

**250 Contemporary French Society. 4.** A political science course focusing on postwar France, covering material designed to provide background and perspectives important to interpreting contemporary France. Counts toward social science requirement.

**250 French Orientation. 1.** Introduction to France: Its history and culture from the Middle Ages to the present; points of interest; daily life (transportation, publications, etc.). Required.

## Japan

**450 Japan. 16.** Students take courses in intensive Japanese the first term and during the following two terms may continue Japanese and/or take courses available in English. Most disciplines have courses taught in English. Contact person: Lee Johnson



## VIII. PERSONNEL

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Larry M. West, Director of Admission  
Richard L. Coe, Business Manager

Gayle P. Currie, Athletic Director  
Herbert L. Poole, Director of the Library  
R. Melvin Keiser, Clerk of the Faculty  
Kathleen A. Tritschler, Faculty Representative  
Academic/Administrative Support Staff  
Association Representative  
Physical Plant Support Staff Representative  
James S. Green, President of Student Community Senate  
Lynne McNeil, President of SGA for Continuing Education

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## ADMINISTRATIVE STAFF

Campus information (910)316-2000 (Before December 1, 1993, use area code 919).

### Academic Dean's Office (316-2131)

Kathrynn A. Adams Academic Dean  
Jerry Caris Godard Coordinator of Academic Advising

### Academic Skills Center (316-2200)

Sue W. Keith Director of the Academic Skills Center

### Admission (316-2100)

Larry M. West Director of Admission  
J. Leon Washington Associate Director of Admission  
James Williams III Associate Director of Admission  
Susan Bagley Assistant Director of Admission  
James R. Michalowski Assistant Director of Admission  
Douglas A. Brisotti Admission Counselor

### Athletics (316-2190)

Gayle P. Currie Athletic Director, Women's Tennis  
Coach, Women's Volleyball Coach  
W. Brett Ayers Assistant Athletic Director,  
Sports Information Director

Mary G. Broos Athletic Trainer  
Robert D. Fulton Baseball Coach  
*To be announced* Men's Soccer/Lacrosse Coach  
Pamela K. Howe Women's Soccer/Lacrosse Coach  
John E. Jensen Men's Basketball/Golf Coach  
Michael R. Ketchum Football Coach  
*To be announced* Women's Basketball Coach  
*To be announced* Men's Tennis Coach

### Business Office (316-2176)

Richard L. Coe Business Manager  
Curtis A. Bradbrook Controller  
Vernera Hodgkin Office Manager

### Campus Ministry/Friends Center (316-2445)

Max L. Carter Campus Ministry Coordinator  
Director of Friends Center

### Career Development (316-2314)

Marguerite Kaplan Director of Career Development

**Center for Continuing Education (316-2179)**

Mary T. Vick	Director of the Center for Continuing Education
Teri G. Armstrong	Recruiter/Adviser/ Counselor
Julianne Potter	Recruiter/Adviser/ Counselor
Marigene W. Pearce	Adviser/Counselor

**Center for Personal Growth (316-2184)**

Charlotte L. Schmickle	Director of the Center for Personal Growth
Jane Godard Caris	Director of Counseling Services Adjunct Assistant Professor of Psychology
Ernest A. McCoy	Assistant Dean of Student Life for Counseling & Minority Students
Lucy P. Barden	Physician Assistant

**Computer Services Office (316-2139)**

Charles F. White	Director of Computer Services
Teresa L. Sanford	Assistant Director of Computer Services

**Correspondence Center (316-2268)**

Gertrude M. Beal	Coordinator of the Correspondence Center
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**Facilities/Summer Conferences (316-2192)**

Steven L. Skinner	Director of Facilities
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**Faculty Development****Women's Studies Office (316-2180)**

Carol Stoneburner	Director of Faculty Development Coordinator of Women's Studies
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**Financial Aid (316-2354)**

Anthony E. Gurley	Director of Student Financial Assistance and Planning
Dianne H. Harrison	Assistant Director of Financial Aid
Dana S. Dooley	Financial Aid Counselor
Julie F. Setzer	Financial Aid Counselor

**Honors Program**

Sylvia Trelles	Director of Honors Program (316-2209)
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**Housekeeping Operations (316-2905)**

Cecil McDowell	Director, Housekeeping Operations
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**Human Resources (316-2138)**

Robyn E. Parsons	Director of Human Resources Administration
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**Institutional Advancement (316-2166)**

Gordon D. Soenksen	Vice President for Institutional Advancement
Kenneth W. Chandler	Director of Alumni Affairs
Melissa N. Combes	Director of Major Gifts
John M. Farmer	Director of Planned Giving
Gayle A. Fishel	Director of Publications
Lillian E. Lyndrup	Director of Parent Programs
To be announced	Director of Annual Giving
June Chambliss	Office Manager

**Institutional Research Office (316-2238)**

Cyril H. Harvey	Director of Institutional Research
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**INTERLINK (316-2305)**

David H. Parsons	Director, INTERLINK Language Center
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**Internships (316-2447)**

Judith A. Harvey	Director of Internships and Service Learning
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**Intramurals**

To be announced	Director of Intramurals
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**Library (316-2450)**

Herbert L. Poole	Director of the Library
Carole M. Treadway	Librarian of the Friends Historical Collection (316-2439)
Theresa N. Hammond	Art Curator (316-2438)

**Native American Program**

Janet F. Cochran	Director of Native American Program (316-2287)
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**Office of Study Abroad Programs (316-2125)**

Lee M. Johnson	Director of Study Abroad Programs
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**Physical Plant (316-2901)**

Arthur A. Kopcsak	Chief Engineer Director of Facilities Planning
John H. Lindstrom, Jr.	Director, Physical Plant
William H. Scott	Grounds Manager

**President's Office (316-2146)**

William R. Rogers	President
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**Provost's Office (316-2181)**

Daniel P. Poteet II	Provost
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**Registrar's Office (316-2132)**

Cathy O. West	Registrar, Director of Summer School
Norma R. Middleton	Office Manager

**Residential Life (316-2186)**

Helen E. Mulhern	Director of Residential Life Programs
George L. Segebade	Director of Residential Life Services

**Security and Safety (316-2907)**

Mary Ann Weedon	Director of Security and Safety
-----------------	---------------------------------

**Student Life (316-2101)**

Mona B. Olds	Dean of Student Life
Ernest A. McCoy	Assistant Dean of Student Life for Counseling and Minority Students (316-2184)
Richard Dyer	Assistant to Dean of Student Life
Paula A. Swonguer	International Student Adviser (316-2128)

**Summer School (316-2132)**

Cathy O. West	Registrar, Director of Summer School
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**Telecommunications (316-2401)**

James F. Luke	Communications Manager
---------------	------------------------

## FACULTY

(The date following the name indicates the year of appointment)

**KATHRYNN A. ADAMS** (1980), Academic Dean and Associate Professor of Psychology; B.S. 1973, M.A. 1976, Ph.D. 1977, University of Alabama

**REXFORD E. ADELBERGER** (1973), Professor of Physics; B.S. 1961, College of William and Mary; Ph.D. 1967, University of Rochester

**MARITZA B. ALMEIDA** (1970), Professor of Spanish; B.S. 1962, Southwest Missouri State College; M.A. 1965, M.A. 1966, Ph.D. 1970, University of Missouri

**CHARLES C. ALMY, JR.** (1972), Professor of Geology; B.S. 1957, University of Houston; M.A. 1960, Ph.D. 1965, Rice University

**DAVID L. BARNHILL** (1986), Associate Professor of Religious Studies and Intercultural Studies; B.A. 1971, Stanford University; M.A. 1976, University of Washington; Ph.D. 1986, Stanford University

**RUDOLPH S. BEHAR** (1968), Professor of English; B.A. 1960, University of Connecticut; M.A. 1961, Hunter College; Ph.D. 1967, University of Oregon

**KAREN A. BEHM** (1984), Circulation Librarian with rank of Assistant Librarian; B.S. 1967, M.L.S. 1969, State University of New York at Geneseo

**PETER B. BOBKO** (1984), Associate Professor of Management; B.S. 1962, U.S. Air Force Academy; M.B.E. 1972, Claremont College; D.B.A. 1983, Indiana University

**DOROTHY V. BOREI** (1979), Professor of History and Director of Intercultural Studies; B.A. 1964, Lycoming College; M.A. 1967, State University of New York at Binghamton; Ph.D. 1977, University of Pennsylvania

**RONALD S. BYRNES** (1993), Instructor of Education Studies; B.A. 1984, M.A. 1985 University of California, Los Angeles; Doctoral candidate, University of Colorado

**JANE GODARD CARIS** (1977), Director of Counseling Services and Adjunct Assistant Professor of Psychology; B.A. 1961, University of Michigan; M.A. 1969, University of Chicago; M.F.A. 1990, Vermont College

**CAROL A. M. CLARK** (1981), Associate Professor of Economics; Diplome 1968, University of Paris, Sorbonne; B.A. 1969, M.S. 1973, Ph.D. 1979, University of Michigan

**JOYCE P. CLARK** (1959), Associate Professor of Sport Studies; B.S. 1957, Elon College; M.Ed. 1961, University of North Carolina at Chapel Hill

**MARTHA H. COOLEY** (1965), Dana Professor of History; B.A. 1960, University of North Carolina at Greensboro; M.A. 1965, Russian Area Certificate 1965, Ph.D. 1971, Indiana University

**VERNIE DAVIS** (1982), Professor of Sociology/Anthropology; B.A. 1968, Kalamazoo College; M. A. 1972, Ph.D. 1978, Syracuse University

**DEAN de la MOTTE** (1990), Assistant Professor of French; B.A. 1983, University of California at Santa Barbara; M.A. 1985,

University of North Carolina at Chapel Hill; Zertifikat Deutsch Als Fremdsprache, Goethe-Institute, Frankfurt, West Germany; Ph.D. 1990, University of North Carolina at Chapel Hill

**FRANCES KAY DOOST** (1992), Assistant Professor of Education Studies; B.S. 1962, M.A. 1979, Ph.D. 1981, University of Connecticut

**THOMAS P. ESPINOLA** (1984), Associate Professor of Physics; B.S. 1976, Ph.D. 1989, Michigan State University

**PETER J. FARMER** (1993), Visiting Assistant Professor of Sport Studies; B.S. 1975, M.Ed. 1977, University of Texas at El Paso; M.B.A. 1988, University of Phoenix; Ph.D. 1988, University of New Mexico.

**LOUIS B. FIKE** (1969), Associate Professor of Political Science; B.A. 1960, Franklin and Marshall College; Ph.D. 1969, Brown University

**WILLIAM E. FULCHER** (1962), Professor of Biology; B.S. 1953, North Carolina State University; M.A. 1960, Appalachian State University; Ph.D. 1971, University of North Carolina at Chapel Hill

**ROBERT D. FULTON** (1984), Head Baseball Coach, Assistant Men's Basketball Coach and Instructor of Sport Studies; B.S. 1974, Guilford College; M.P.E. 1984, University of North Carolina at Greensboro

**REBECCA B. GIBSON** (1989), Assistant Professor of English; B.A. 1967, Converse College; Ph.D. 1977, University of North Carolina at Chapel Hill

**STANLEY GILLIAM** (1987), Director of Media Services with rank of Assistant Librarian; B.A. 1968, University of North Carolina at Chapel Hill; M.F.A. 1972, University of North Carolina at Greensboro; M.Ed. 1982, University of North Carolina at Chapel Hill

**ANNE G. GLENN** (1992), Assistant Professor of Chemistry; B.S. 1984, North Carolina State University; Ph.D. 1989, Texas A&M University

**JERRY CARIS GODARD** (1975), Dana Professor of Psychology and Literature and Coordinator of Academic Advising; B.S. 1958, M.S. 1960, Auburn University; M.A. 1962, Ed.D. 1966, Columbia University

**G. RUDOLPH GORDH, JR.** (1974), Professor of Mathematics; A.B. 1966, Guilford College; Ph.D. 1971, University of California at Riverside

**H. GARLAND GRANGER III** (1983), Associate Professor of Accounting; B.S. 1968, Atlantic Christian College; M.A. 1971, Appalachian State University; CPA, North Carolina; CIA

**JOSEPH W. GROVES** (1979), Associate Professor of Religious Studies; B.S. 1966, Georgia Institute of Technology; M. Div. 1972, Louisville Presbyterian Theological Seminary; M.A. 1975, M. Phil. 1975, Ph.D. 1979, Yale University

**WILLIAM A. GRUBBS** (1981), Professor of Accounting; B.A. 1963, East Carolina University; M.B.A. 1965, University of North Carolina at Chapel Hill; CPA, North Carolina

**JAMES B. GUTSELL** (1963), Professor of English; B.S. 1957, University of the South; M.A. 1962, Ph.D. 1968, University of Connecticut

**CYRIL H. HARVEY** (1966), Professor of Geology and Director of Institutional Research; B.A. 1952, University of Chicago; B.S. 1953, M.S. 1956, Ph.D. 1960, University of Nebraska

**CLAIRE R. HELGESON** (1977), Assistant Professor of Education Studies; A.B. 1960, M.A. 1961, Vanderbilt University; Ed.D. 1988, University of North Carolina at Greensboro

**ADRIENNE M. ISRAEL** (1982), Associate Professor of History and Intercultural Studies; B.A. 1968, M.A. 1973, Howard University; M.A. 1979, Ph.D. 1984, Johns Hopkins University

**JEFFREY JANOWITZ** (1991), Visiting Assistant Professor of Psychology; B.A. 1973, Queens College, NY; M.A. 1974, University of Birmingham, England; M.S.W. 1980, University of Maryland; Ph.D. 1991, North Carolina State University

**JOHN E. JENSEN** (1965), Head Men's Basketball Coach, Head Golf Coach and Assistant Professor of Sport Studies; B.A. 1961, Wake Forest University; M.Ed. 1967, University of North Carolina at Greensboro

**JEFFREY M. JESKE** (1986), Associate Professor of English and Director of Composition; B.A. 1970, Cleveland State University; M.A. 1972, University of Toledo; Ph.D. 1978, Kent State University

**LEE M. JOHNSON** (1980), Associate Professor of English and Director of Study Abroad Programs; B.A. 1962, Tulane University; M.A. 1970, Ph.D. 1970, Stanford University

**RAYMOND E. JOHNSON** (1990), Assistant Professor of Accounting; B.S. 1971, M.B.A. 1973, East Carolina University; CPA, North Carolina

**ALBERT J. JUHREND** (1992), Assistant Professor of Theatre Studies; B.A. 1975, M.F.A. 1990, Western Illinois University

**RICHARD R. E. KANIA** (1982), Associate Professor of Justice and Policy Studies; B.A. 1968, Florida State University; M.A. 1974, Ph.D. 1982, University of Virginia

**MICHAEL KANTOR** (1993), Visiting Instructor of Mathematics; B.A. 1986, Cornell University; Doctoral candidate, University of Michigan

**FRANK P. KEEGAN** (1975), Professor of Biology; B.A. 1968, M.A. 1973, Queens College (NY); Ph.D. 1975, City University of New York

**ELIZABETH B. KEISER** (1966), Dana Professor of English; B.A. 1960, Earlham College; M.A. 1964, Ph.D. 1972, Yale University

**R. MELVIN KEISER** (1966), Professor of Religious Studies; B.A. 1960, Earlham College; B.D. 1963, S.T.M. 1964, Yale University Divinity School; M.A. 1971, Harvard University; Ph.D. 1974, Duke University

**TIMOTHY KIRCHER** (1989), Assistant Professor of History; B.A. 1982, Yale College; M.A. 1984, Ph.D. 1989, Yale University

**MARK STEPHEN LEEPER** (1993), Visiting Instructor; B.A. 1986, University of Nebraska-Lincoln; M.A. 1989, Doctoral candidate, University of North Carolina at Chapel Hill

**DAVID J. LIMBURG** (1993), Assistant Professor of German; B.A. 1984, Augustana College; M.A. 1987, Ph.D. 1992, Ohio State University

**TIMOTHY H. LINDEMAN** (1992), Assistant Professor of Music; B.A. 1971, M.M. 1978, Ph.D. 1988, Indiana University

**E. GEORGE LORID** (1987), Assistant Professor of Art; B.A. 1972, M.F.A. 1976, University of South Florida

**EDWARD LOWE** (1972), Dana Professor of Music and Director of Music Programs; B.M.E. 1954, Simpson College; M.M.E. 1956, Indiana University; Certificate, 1961, Akademie für Musik, Sakburg, Austria

**JACQUELINE LUDEL** (1976), Professor of Biology and Psychology; B.A. 1966, Queens College, NY; Ph.D. 1971, Indiana University

**DAVID F. MACINNES, JR.** (1973), Professor of Chemistry; B.A. 1965, Earlham College; M.A. 1969, Ph.D. 1972, Princeton University

**JONATHAN W. MALINO** (1976), Professor of Philosophy; B.A. 1966, Brandeis University; Ph.D. 1975, Columbia University

**SARAH S. MALINO** (1979), Associate Professor of History; B.A. 1967, Wellesley College; M.A. 1974, M.Phil. 1975, Ph.D. 1982, Columbia University

**DORIS M. MERRICK** (1990), Assistant Professor of Accounting; B.S. 1976, Hunter College; M.B.A. 1980, New York University; J.D. 1983, University of Maryland; CPA, Maryland; Member of North Carolina and Maryland Bar Associations

**MARLENE L. MCCAULEY** (1986), Assistant Professor of Geology; B.A. 1979, University of California at San Diego; Ph.D. 1986, University of California at Los Angeles

**WESLEY E. MOOREFIELD** (1991), Visiting Instructor of Justice and Policy Studies; B.S. 1978, Guilford College; M.A. 1983, Appalachian State University; Doctoral candidate, Florida State University

**CLAIRE K. MORSE** (1976), Professor of Psychology; B.A. 1965, Oberlin College; Ph.D. 1968, Yale University

**RICHARD M. MORTON** (1969), Professor of English; B.A. 1959, M.A. 1960, University of South Carolina; Ph.D. 1970, University of Georgia

**LYNN J. MOSELEY** (1977), Professor of Biology; B.S. 1970, College of William and Mary; Ph.D. 1976, University of North Carolina at Chapel Hill

**CLAUDE T. MOUROT-BURRIS** (1965), Professor of French; B.A. 1954, University of Nancy, France; M.S. 1963, University of Colorado

**ROY H. NYDORF** (1978), Associate Professor of Art; B.A. 1974, State University of New York at Brockport; M.F.A. 1976, Yale University School of Art

**ELLEN J. O'BRIEN** (1978), Associate Professor of Theatre Studies and English; B.A. 1972, Kirkland College; M.A. 1974, Ph.D. 1976, Yale University

**LAURA L. O'TOOLE** (1993), Assistant Professor of Sociology/Anthropology; B.A. 1981, M.A. 1987, Ph.D. 1992, University of Delaware

**ELWOOD G. PARKER** (1968), Professor of Mathematics; B.S. 1964, Guilford College; M.A. 1967, Ph.D. 1972, University of North Carolina at Chapel Hill

**BARTON A. PARKS** (1980), Professor of Justice and Policy Studies; B.A. 1960, Rice University; M.A. 1965, Ph.D. 1973, State University of New York at Buffalo

**DAVID P. PHILLIPS** (1990), Assistant Professor of Japanese; B.A. 1980, Cornell University; M.Arch. 1986, University of Washington; Certificate in Language Studies, Inter-University Center, Tokyo, Japan; M.A. 1990, University of Pennsylvania; Doctoral Candidate, University of Pennsylvania

**ELIZABETH PLACE** (1983), Reference Information Librarian and Bibliographic Instructor with rank of Associate Librarian; A.B. 1962, Duke University; M.A. 1969, Ph.D. 1977, Vanderbilt University; M.S.L.S. 1982, University of North Carolina at Chapel Hill

**CYNTHIA PLEASANT** (1992), Visiting Assistant Professor of Sociology/Anthropology; B.A. 1976, M.S. 1978, University of Indiana; Ph.D. 1987, University of North Carolina at Greensboro

**HERBERT L. POOLE** (1966), Director of the Library with rank of Senior Librarian; A.B. 1962, M.S.L.S. 1964, University of North Carolina at Chapel Hill; Ph.D. 1979, Rutgers State University

**DANIEL P. POTEET II** (1991), Provost; B.A. 1963, Harvard College; M.A. 1965, Ph.D. 1969, University of Illinois

**CHARLES THOMAS POWELL** (1993), Visiting Assistant Professor of Philosophy; B.A. 1977, Ph.D. 1986, University of North Carolina at Chapel Hill

**DAVID G. ROBINSON** (1991), Assistant Professor of Mathematics; B.A. 1980, Colorado College; Ph.D. 1989, Emory University

**WILLIAM R. ROGERS** (1980), President and Professor of Psychology and Religious Studies; A.B. 1954, Kalamazoo College; B.D. 1958, Chicago Theological Seminary and University of Chicago; Ph.D. 1965, University of Chicago

**DEBORAH ROOSE** (1985), Associate Professor of Education Studies; B.A. 1971, Earlham College; M.A.T. 1972, Ed.D. 1985, University of Massachusetts at Amherst

**NANCY F. SCISM** (1981), Catalog Librarian with rank of Associate Librarian; B.A. 1954, University of North Carolina at Greensboro; M.S.L.S. 1971, University of North Carolina at Chapel Hill

**WILLIAM E. SCHMICKLE** (1978), Associate Professor of Political Science; B.A. 1968, Davidson College; M.A. 1975, Duke University; M. Litt. 1976, Institute of Soviet and East European Studies, University of Glasgow; Ph.D. 1979, Duke University

**SHERIDAN A. SIMON** (1974), Professor of Physics; B.S. 1969, M.A. 1971, Ph.D. 1978, University of Rochester

**CHARLES G. SMITH** (1982), Associate Professor of Biology; B.A. 1968, Ohio State University; M.S. 1972, Cleveland State University; Ph.D. 1977, Ohio State University

**WILLIAM F. STEVENS** (1982), Associate Professor of Management; B.A. 1968, University of Evansville; M.A. 1972, Ph.D. 1977, Michigan State University

**ALEXANDER R. STOESEN** (1966), Professor of History; B.A. 1954, The Citadel; M.A. 1958, University of Rochester; Ph.D. 1965, University of North Carolina at Chapel Hill

**JOHN H. STONEBURNER** (1968), Craven Professor of Religious Studies; B.A. 1958, Earlham College; B.D. 1961, Drew Theological School; Ph.D. 1969, Drew University

**MICHAEL B. STRICKLAND** (1992), Assistant Professor of English; B.A. 1976, M.A. 1983, Clemson University; Doctoral Candidate, University of Georgia

**CAROLE M. TREADWAY** (1969), Librarian of the Friends Historical Collection with rank of Assistant Librarian; B.A. 1960, Earlham College; M.L.S. 1983, University of North Carolina at Greensboro

**SYLVIA TRELLES** (1984), Associate Professor of Spanish and Director of Honors Program; B.A. 1969, Ripon College; M.A. 1971, Ph.D. 1984, University of Michigan

**KATHLEEN A. TRITSCHLER** (1984), Associate Professor of Sport Studies; B.S. 1972, University of Wisconsin at Madison; M.S. 1978, University of Arizona; Ed.D. 1985, University of North Carolina at Greensboro

**BETTY R. TURNER** (1993), Assistant Professor of Management; B.A. 1972, Vanderbilt University; M.B.A. 1974, University of Tennessee; J.D. 1983, Vanderbilt University; Member of North Carolina Bar Association

**ADELE WAYMAN** (1973), Professor of Art; B.A. 1965, Vassar College; M.F.A. 1978, University of North Carolina at Greensboro

**MICHAEL J. WELCH** (1989) Associate Professor of Sport Studies; B.S. 1973, Virginia Polytechnic Institute; M.S. 1976, Ph.D. 1978, University of Massachusetts

**CAROLYN BEARD WHITLOW** (1993), Associate Professor of English; B.S. 1969, Wayne State University; M.F.A. 1984, Brown University

**ROBERT B. WILLIAMS** (1987), Assistant Professor of Economics; B.S., 1976, University of Denver; Ph.D. 1984, University of North Carolina at Chapel Hill

**ROBERT G. WILLIAMS** (1978), Voehringer Professor of Economics; A.B. 1971, Princeton University; Ph.D. 1978, Stanford University

**RUEY-YUAN WU** (1992), Assistant Professor of Philosophy; B.A. 1984, National Taiwan University; M.A. 1987; M.Phil. 1987; Ph.D. 1993, Columbia University

**JOHN ZERBE** (1988), Assistant Professor of Theatre Studies; B.A. 1979, Oberlin College; M.F.A. 1982, Indiana University; Doctoral Candidate, University of California

**RICHARD L. ZWIGENHAFT** (1974), Professor of Psychology; B.S. 1967, Wesleyan University; M.A. 1968, Columbia University; Ph.D. 1974, University of California at Santa Cruz



## EMERITI FACULTY

**HERBERT T. APPENZELLER**, B.A., M.A., Ed.D., Jefferson-Pilot Professor of Sport Studies, 1956-1993

**O. THEODOR BENFEY**, B.S., Ph.D., Dana Professor of Chemistry and History of Science, 1973-1988

**JAMES R. BOYD**, B.A., M.A., Professor of Mathematics, 1961-1992

**ROBERT R. BRYDEN**, B.S., M.S., Ph.D., Dana Professor of Biology, 1961-1983

**EDWARD F. BURROWS**, B.A., M.A., Ph.D., Professor of Non-Western Studies and History, 1948-1979

**WILLIAM A. CARROLL**, B.A., M.A., Ph.D., Professor of Political Science, 1968-1993

**EDWIN G. CAUDILL**, B.S., Lit.M., Ph.D., Stedman Professor of Management, 1968-1992

**ANN F. DEAGON**, B.A., M.A., Ph.D., Curtis and Patricia Shields Hege Professor of Humanities, 1956-1992

**CARTER R. DELAFIELD**, B.A., M.A., Associate Professor of English, 1966-1987

**TREVA MATHIS DODD**, B.A., Associate Library Director and Curator of the Quaker Collection with rank of Assistant Professor, 1950-1980

**CARROLL S. FEAGINS**, B.A., M.A., Ph.D., Professor of Philosophy, 1946-1982

**MARY B. FEAGINS**, A.B., M.A., Associate Professor of German, 1956-1982

**HIRAM H. HILTY**, B.A., B.D., Ph.D., Professor of Spanish, 1948-1978

**HENRY G. HOOD, JR.**, B.A., M.A., Ph.D., Associate Professor of History, 1964-1989

**LIGIA D. HUNT**, B.S., M.A., Assistant Professor of Spanish, 1955-1984

**CYRUS M. JOHNSON**, B.S., M.A., Ph.D., Professor of Sociology, 1968-1988

**BOB M. KEENY**, B.S., M.B.A., Ph.D., C.P.A., Voehringer Professor of Accounting, 1977-1988

**E. DARYL KENT**, A.B., B.D., Ph.D., Craven Professor of Phi-

losophy and Religion and Professor of Non-Western Studies, 1939-1978

**HARVEY A. LJUNG**, B.S., M.S., Ph.D., Dana Professor of Chemistry, 1931-1973

**E. KIDD LOCKARD**, B.A., M.A., Associate Professor of History, 1958-1979

**ILMA MORELL MANDULEY**, B.A., D.Sc., Assistant Professor of Mathematics, 1961-1992

**F. MILDRED MARLETTE**, A.B., M.A., Professor of English, 1948-1979

**STUART T. MAYNARD**, A.B., M.Ed., Associate Professor of Physical Education and Head Baseball Coach, 1951-1984

**JAMES C. McMILLAN**, B.A., M.F.A., Professor of Art, 1966-1988

**J. FLOYD MOORE**, A.B., B.D., Ph.D., Professor of Religious Studies, 1944-1984

**JOSEPHINE L. MOORE**, B.A., M.A., Ph.D., Professor of History, 1962-1978

**FRANCES J. NORTON**, A.B., M.A., Ph.D., Professor of Psychology, 1966-1980

**ROSALIE O. PAYNE**, B.A., Instructor in French, 1963-1977

**JOHN M. PIPKIN**, A.B., M.A., Assistant Professor of Religious Studies, 1963-1979

**E. GARNESS PURDOM**, B.A., M.S., Ph.D., D.S., Dana Professor of Physics, 1927-1973

**GWEN J. REDDECK**, B.S., M.Ed., Professor of Education Studies, 1959-1993

**FLOYD A. REYNOLDS**, B.S., M.Ed., Registrar and Assistant Professor of Mathematics, 1960-1992

**NORTON H. ROBBINS**, B.S., M.A., Ph.D., Associate Professor of Economics, 1965-1981

**EUGENE H. THOMPSON, JR.**, B.A., M.A., Assistant Professor of French, 1948-1979

**KENNETH D. WALKER**, A.B., M.Ed., Associate Professor of Mathematics, 1962-1984

**PAUL E. ZOPF, JR.**, B.S., M.S., Ph.D., Dana Professor of Sociology/Anthropology, 1959-1993

## 1993-94 CALENDAR • Fall Semester

Tuition, Room & Board Payment Due (Postmarked by August 15)  
 Late Tuition, Room & Board Payment Fee (\$25)  
 First Faculty Meeting 9:00 am-4:30 pm – Picnic at 6:00 pm  
 International Student Orientation – Begins 4:00 pm  
 Registration – CCE Students 8:30-11:00 am and 4:30-7:30 pm  
 New Students Arrive for Orientation 9:00 am-1:00 pm  
 Returning Students Arrive for Check In 8:30 am-12:00 noon and 1:00-2:30 pm  
 Registration – All Main Campus Students 8:30 am-12:00 noon and 1:00-3:30 pm  
 Classes Begin – Late Registration Fee (\$10)  
 Last Day to Add Courses  
 Last Day to Withdraw from a Course with a Tuition Refund / Without a Grade  
 Chairpersons Must Submit Revised List of Courses for Semester II  
**Family Weekend**  
 Mid-Term Grades Due / Last Day for Replacing Semester II & SS Provisional Grades  
**Fall Break Begins — End of Day •** Residence Halls Close at 4:00 pm  
 Residence Halls Open at 1:00 pm

Classes Resume

Last Day to Submit Student Enrollment Form

### Homecoming

Last Day to Drop or Withdraw from Courses with W Grades

Preregistration for Spring Semester

Last Day for End of Term Withdrawal with Enrollment & Room Fee Refund

Day Classes Normally Scheduled for Wed. or Fri. Will Meet

**Thanksgiving Holiday Begins – 4:00 pm •** Residence Halls Close at 4:00 pm

Residence Halls Open at 1:00 pm

Classes Resume

Reading Days

### Exams

Residence Halls Close at 4:00 pm

## Spring Semester

Tuition, Room & Board Payment Due (Postmarked by January 2)

Late Tuition, Room & Board Payment Fee (\$25)

Registration – CCE Students 8:30-11:00 am and 4:30-7:30 pm

Residence Halls Open 1:00-5:00 pm / New Student Orientation

Registration – All Main Campus Students 9:00 am-12:00 noon & 1:00-3:00 pm

Classes Begin – Late Registration Fee (\$10)

Last Day to Add Courses

Last Day to Withdraw from a Course with a Tuition Refund / Without a Grade

Chairpersons Must Submit List of Courses for Next Year

Mid-Term Grades Due / Last Day to Replace Semester I Provisional Grades

**Spring Break Begins – End of Day •** Residence Halls Close at 4:00 pm

Residence Halls Open at 1:00 pm

Classes Resume

Last Day to Submit Student Enrollment Form

Last Day to Drop or Withdraw with W Grades

Preregistration for Fall Semester 1994-95

Last Day for End of Term Withdrawal with Enrollment Fee Refund

Reading Day

### Exams

### Commencement

## 1994 Summer School

First 5-Week Term / 10-Week Term Begins

First 5-Week Term Ends

Second 5-Week Term Begins

Second 5-Week / 10-Week Term Ends

### Commencement

Sun. Aug. 15, 1993  
 Mon. Aug. 16, 1993  
 Wed. Aug. 18, 1993  
 Wed. Aug. 18, 1993  
 Thur. Aug. 19, 1993  
 Fri. Aug. 20, 1993  
 Mon. Aug. 23, 1993  
 Mon. Aug. 23, 1993  
 Tue. Aug. 24, 1993  
 Wed. Sept. 1, 1993  
 Mon. Sept. 13, 1993  
 Mon. Sept. 27, 1993  
**Fri. Oct. 1 — Sun. Oct. 3, 1993**  
 Tue. Oct. 12, 1993  
**Fri. Oct. 15, 1993**  
 Sun. Oct. 24, 1993  
 Mon. Oct. 25, 1993  
 Wed. Oct. 27, 1993  
**Fri. Oct. 29 — Sun. Oct. 31, 1993**  
 Mon. Nov. 1, 1993  
**Mon. Nov. 8 — Thur. Nov. 11, 1993**  
 Fri. Nov. 12, 1993  
 Wed. Nov. 24, 1993  
**Wed. Nov. 24, 1993**  
 Sun. Nov. 28, 1993  
 Mon. Nov. 29, 1993  
**Sat. Dec. 11 — Sun. Dec. 12, 1993**  
**Mon. Dec. 13 — Fri. Dec. 17, 1993**  
 Fri. Dec. 17, 1993

Sun. Jan. 2, 1994  
 Mon. Jan. 3, 1994  
 Fri. Jan. 7, 1994  
 Sun. Jan. 9, 1994  
 Mon. Jan. 10, 1994  
 Tue. Jan. 11, 1994  
 Wed. Jan. 19, 1994  
 Mon. Jan. 31, 1994  
 Tue. Feb. 15, 1994  
 Wed. Mar. 2, 1994  
**Fri. Mar. 4, 1994**  
 Sun. Mar. 13, 1994  
 Mon. Mar. 14, 1994  
 Mon. Mar. 21, 1994  
 Mon. Mar. 21, 1994  
**Tue. Apr. 12 — Thur. Apr. 14, 1994**  
 Thur. Apr. 14, 1994  
 Thur. Apr. 28, 1994  
**Fri. Apr. 29 — Wed. May 4, 1994**  
**Sat. May 7, 1994**

Mon. May 16, 1994  
 Fri. June 17, 1994  
 Mon. June 20, 1994  
 Fri. July 22, 1994  
**Tue. July 26, 1994**

## 1994-95 CALENDAR • Fall Semester

Tuition, Room and Board Payment Due (Postmarked by August 15).

Late Tuition, Room and Board Payment Fee (\$25)

First Faculty Meetings – Picnic

International Student Orientation

Registration – CCE Students

New Students Arrive for Orientation

Returning Students Arrive for Check In

Registration – All Main Campus Students

Classes Begin – Late Registration Fee (\$10)

Last Day to Add Courses

Last Day to Withdraw from a Course with a Tuition Refund / Without a Grade

### Family Weekend

Chairpersons Must Submit Revised List of Courses for Semester II

Mid-Term Grades Due / Last Day to Replace Sem II & SS Provisional Grades

**Fall Break Begins – End of Day •** Residence Halls Close at 4:00 pm

Residence Halls Open at 1:00 pm

Classes Resume

Last Day to Submit Student Enrollment Form

Last Day to Drop or Withdraw from Courses with W Grades

### Homecoming

Preregistration for Spring Semester

Last Day for End of Term Withdrawal with Enrollment & Room Fee Refund

Day Classes Normally Scheduled for Wed. or Fri. Will Meet

**Thanksgiving Holiday Begins – 4:00 pm •** Residence Halls Close at 4:00 pm

Residence Halls Open at 1:00 pm

Classes Resume

Reading Days

### Exams

Residence Halls Close 4:00 pm

## Spring Semester

Tuition, Room and Board Payment Due (Postmarked by January 2)

Late Tuition, Room & Board Payment Fee (\$25)

Registration – CCE Students

Residence Halls Open / New Student Orientation

Registration – All Main Campus Students

Classes Begin – Late Registration Fee (\$10)

Last Day to Add Courses

Last Day to Withdraw from a Course with a Tuition Refund / Without a Grade

Chairpersons Must Submit List of Courses for Next Year

Mid-Term Grades Due / Last Day to Replace Sem I Provisional Grades

**Spring Break Begins – End of Day •** Residence Halls Close at 4:00 pm

Residence Halls Open at 1:00 pm

Classes Resume

Last Day to Submit Student Enrollment Form

Last Day to Drop or Withdraw from Courses with W Grades

Preregistration for Fall Semester 1995-96

Last Day for End of Term Withdrawal with Enrollment Fee Refund

Reading Day

### Exams

### Commencement

## 1995 Summer School

First 5-Week Term /10-Week Term Begins

First 5-Week Term Ends

Second 5-Week Term Begins

Second 5-Week Term /10-Week Term Ends

### Commencement

Mon. Aug. 15, 1994

Tues. Aug. 16, 1994

Wed. Aug. 17, 1994

Wed. Aug. 17, 1994

Thur. Aug. 18, 1994

Fri. Aug. 19, 1994

Mon. Aug. 22, 1994

Mon. Aug. 22, 1994

Tue. Aug. 23, 1994

Wed. Aug. 31, 1994

Mon. Sept. 12, 1994

**Fri. Sept. 23 — Sun. Sept. 25, 1994**

Mon. Sept. 26, 1994

Tues. Oct. 11, 1994

**Fri. Oct. 14, 1994**

Sun. Oct. 23, 1994

Mon. Oct. 24, 1994

Wed. Oct. 26, 1994

Mon. Oct. 31, 1994

**Fri. Nov. 4 — Sun. Nov. 6, 1994**

Mon. Nov. 7 — Thur. Nov. 10, 1994

Mon. Nov. 14, 1994

Wed. Nov. 23, 1994

**Wed. Nov. 23, 1994**

Sun. Nov. 27, 1994

Mon. Nov. 28, 1994

Sat. Dec. 10 — Sun. Dec. 11, 1994

**Mon. Dec. 12 — Fri. Dec. 16, 1994**

Fri. Dec. 16, 1994

Mon. Jan. 2, 1995

Tue. Jan. 3, 1995

Fri. Jan. 6, 1995

Sun. Jan. 8, 1995

Mon. Jan. 9, 1995

Tues. Jan. 10, 1995

Wed. Jan. 18, 1995

Mon. Jan. 30, 1995

Wed. Feb. 15, 1995

Wed. Mar. 1, 1995

**Fri. Mar. 3, 1995**

Sun. Mar. 12, 1995

Mon. Mar. 13, 1995

Mon. Mar. 20, 1995

Mon. Mar. 20, 1995

**Tue. Apr. 11 — Thur. Apr. 13, 1995**

Fri. Apr. 14, 1995

Thur. Apr. 27, 1995

**Fri. Apr. 28 — Wed. May 3, 1995**

Sat. May 6, 1995

Mon. May 15, 1995

Fri. June 16, 1995

Mon. June 19, 1995

Fri. July 21, 1995

**Tues. July 25, 1995**

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**Guilford College**

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